URBAN/MUNICIPAL
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M38
1995

MINUTES
OF THE
PROGRAM
COMMITTEE

FEB 2, 1995

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APR 25 1995

GOVERNMENT DOCUMENTS

JANUARY, 1995

PROGRAM COMMITTEE

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

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1995 01 05

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MINUTES OF THE PROGRAM COMMITTEE
1995 01 05

Present: Trustees Bishop (Chairman), Gage, Hill, Johnstone, MacDonald, Patenaude and Stewart.

Also Present: Trustees Cunningham, Darby, Hicks, Johnston, Korz, Lowe, Mulholland, Orban, Rodgerson and Rogers.

Officials Present:
D. Goodridge (Director of Education and Secretary)
E. Bond (Superintendent of Program)
N. Nicholls (Superintendent of Schools – Mountain)
M. Quinn (Superintendent of Schools – Lower City)
F. Cooke (Assistant Superintendent of Program)
M. Matier (Assistant Superintendent of Schools – Mountain)
S. Thompson (Assistant Superintendent of Schools – Lower City)

Mrs. Bishop called the meeting to order. When Mrs. Bishop advised of major reports forthcoming to this Committee, Dr. Johnston requested that a written list of these items be provided the trustees [**list placed in trustees' lockers on 1995 01 06**].

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Summary of Report on Exceptional Students and Their Achievement

Miss Bond provided an overview and then called on Dr. M. Bountrogianni, Chief Psychologist, who reviewed the Report.

At this point, Mr. Stewart assumed the Chair to enable Mrs. Bishop to participate in the debate.

Dr. Bountrogianni clarified that only students referred and assessed within the system are being tracked, noting the parents' permission to this tracking.

Several concerns were raised on the referral, assessment and tracking of exceptional students, student placement and learning outcomes of behavioural exceptionality (BE) students, particularly the increasing dropout rate for these students.

Miss Bond referred to the positive impact of the Identification, Placement and Review Committee (IP&RC) and Diagnostic and Review Team (DART) processes. She added that other areas are being explored to supplement the available resources.

Noting her intent to change the wording of the first recommendation in the Report, it was

Moved by Mrs. Rodgerson:

That the Summary of Report on Exceptional Students and their Achievement be received for information and the following recommendations approved:

(a) That the analysis comparing all students and secondary school outcomes be repeated annually and that this include a parallel analysis of average students to assess the impact of Grade 9 destreaming.

(b) That the findings on the Canadian Achievement Test and English as a Second Language (ESL) students be disseminated to English as a Second Language (ESL) teachers.

After some discussion, the members agreed to amend Clause (a) to read:

"That the analysis comparing all students and secondary school outcomes be repeated annually."

Clause (a), as amended, was put to a vote and was **CARRIED**.

Clause (b) was put to a vote and was **CARRIED**.

The motion, as amended, was put to a vote and was **CARRIED**.

Moved by Mrs. Bishop:

That a report identifying strategies to improve the learning outcomes of Behavioural Exceptionality (BE) students within the schools be brought by the officials before the end of this calendar year.

Miss Bond referred to initiatives in exploring other alternatives, particularly the development of community partnerships to address this issue.

Mrs. Bishop agreed to incorporate in her motion Mr. Mulholland's friendly amendment of "before the end of January 1996" timeline.

The motion, as amended, was put to a vote and was **CARRIED**.

Mrs. Bishop resumed the Chair.

Verbal Update re "Athletes Helping Athletes" Program

Mrs. Nicholls apprised the members on the progress of the program, noting the tremendous support provided by various community groups. She anticipates bringing another update before the end of the school year.

Moved by Ms. Orban:

That the Verbal Update regarding "Athletes Helping Athletes" Program be received for information. **CARRIED**

Verbal Update re Ontario Training and Adjustment Board (OTAB)/Local Training and Adjustment Board (LTAB)

Mr. R. Leedale, retired Principal of Adult and Continuing Education, distributed two charts outlining the OTAB/LTAB operations and a list of programs transferred to OTAB (see attached).

Mr. Goodridge advised of a meeting of the three area boards on 1995 01 24 to discuss this project. He agreed to bring further information, particularly on the three school board representation to the OTAB/LTAB.

Moved by Ms. MacDonald:

That the Verbal Update regarding Ontario Training and Adjustment Board (OTAB)/Local Training and Adjustment Board (LTAB) be received for information. **CARRIED**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Implementation of "The Common Curriculum – Grades 1–9" Status Report

Miss Bond provided an overview then called on Mr. B. Chapman, Special Assignment – Assessment, Evaluation and Reporting, who detailed the Report.

The members' concerns focused on the need for more trustee representation on the Steering Committee, learning outcomes defined in general rather than specific terms, reduction in instructional hours in key subject areas, lack of discussion about religious education, input from students regarding the Common Curriculum, standardized testing and relevance of the current testing instruments.

Ms. C. Ramberan, Transition Years Co–ordinator, affirmed that a further report on Grade 9 Destreaming and Transition Years is forthcoming to this Committee.

Moved by Miss Cunningham:

That this Committee continue to meet past 23:00 hours. **CARRIED**

Moved by Mrs. Rodgerson:

That the Report regarding the Implementation of "The Common Curriculum – Grades 1–9" be referred back to the Steering Committee and Component Sub–Committees for refinement and discussion.

Moved by Ms. Orban:

That the Progress Report Card provide a box for student's comments.

Noting the referral motion on the floor, Dr. Johnston challenged the Chair accepting Ms. Orban's motion. The challenge was **Carried.**

Following some discussion, the referral motion was put to a vote and was **LOST**.

Moved by Mrs. Hill:

That the following recommendations in the Implementation of "The Common Curriculum – Grades 1–9" Status Report be approved.

1. That the status report on the implementation of the Common Curriculum be received for information.

2. That the following recommendations regarding Standardized Testing of student performance be approved:

(a) That the schools be surveyed in April 1995 re: the use and usefulness of Gates–MacGinitie test results. **[Clause 2 (a) amended at 1995 01 19 Board by adding the following: "and that results be reported to the Program Committee."]**

(b) That, effective September 1996, the Canadian Achievement Test be administered in order to assess student performance in Grades 5 and 8.

(c) That the schools be surveyed in April 1995 re: the use and usefulness of Otis–Lennon test results. **[Clause 2 (c) amended at 1995 01 19 Board by adding the following: "and that results be reported to the Program Committee."]**

(d) That Raven's Progressive Matrices continue to be administered.

3. That a further report regarding the "Common Curriculum – Grades 1–9" be brought back by September 1995.

Mrs. Rodgerson requested separate voting on the three recommendations and a recorded vote for Clause 2.

Clause 1 was put to a vote and was **CARRIED**.

Clause 2 was put to a recorded vote and was **CARRIED**. Those in favour: Trustees Bishop, Cunningham, Hill, Johnston, Johnstone, MacDonald, Orban and Stewart; those opposed: Trustees Gage, Korz, Mulholland and Rodgerson.

Clause 3 was put to a vote and was **CARRIED**.

Moved by Ms. Orban:

That the Progress Report Card for the Common Curriculum – Grades 1–9 provide a box for the student's comment.

Moved in amendment by Dr. Johnston:

That the motion be referred to the Common Curriculum Steering Committee. **CARRIED**

Moved by Mr. Gage:

(a) That the elementary school community be notified of the current status of the community's review of the drafted learning outcomes for the Common Curriculum advising them of the process vis a vis the selection of the respondents, their number and an invitation for further volunteer respondents.

Noting his wish to look at the public relations aspect of the motion, it was

Moved in amendment by Mr. Mulholland:

That the motion be referred to the Common Curriculum Public Relations Sub–Committee for a review. **CARRIED**

Report re Mountain Secondary School

Mrs. Nicholls presented the Report.

Questions were raised on the rationale for and financial implications of the proposed renovation, accommodation and integrated plans for middle school and vocational programming on the Mountain, i.e. could Caledon provide the appropriate vocational programming, viability of Westmount housing a vocational program.

Mr. Goodridge advised that all these issues will be considered and addressed within the context of the Secondary School Future Study Report which is forthcoming to this Committee in April.

Moved by Mr. Stewart:

That the Report regarding Mountain Secondary School be received for information and the following recommendations approved:

(a) That appropriate programs currently housed at Crestwood be moved to the Caledon site for September 1995 to complete the consolidation.

(b) That Vocational Education and Basic Level Specialization Years programs be included in the Secondary School Future Study Report.

(c) That the Phoenix Alternative Education program be relocated by September 1995, the specific site to be determined in conjunction with the Secondary School Future Study Report.

Moved in amendment by Mr. Mulholland:

That the phrase "and that the cost of renovation not exceed $100,000" be incorporated in Clause (a). **CARRIED**

Moved in amendment by Mr. Korz:

That the recommendations in the Report regarding the Mountain Secondary School be tabled and:

(a) that the existing Mountain Secondary School arrangement (Caledon and Crestwood sites) be maintained;

(b) that the Officials report back with an integrated plan for middle school and vocational school needs on the Mountain.
LOST

Mr. Korz challenged the Chair when his follow–up amendment to table the report to April was not accepted. The challenge was **Lost.**

A recorded vote on the motion on the floor was requested by Mr. Korz. The motion, as amended, was put to a vote and was **CARRIED**. Those in favour: Trustees Bishop, Cunningham, Hill, Johnston, Johnstone, MacDonald, Mulholland and Stewart; Trustee Korz, opposed.

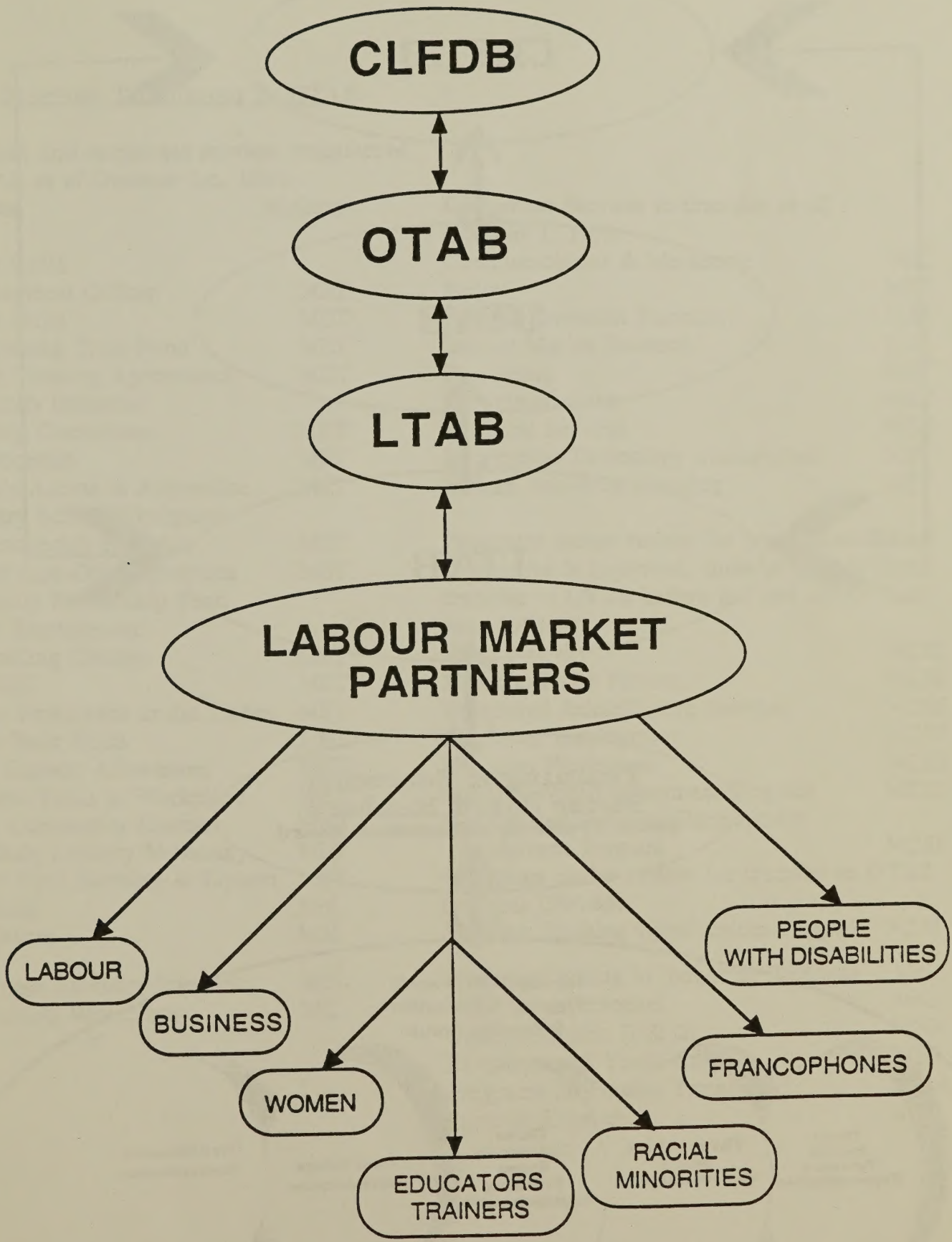
The meeting then adjourned.

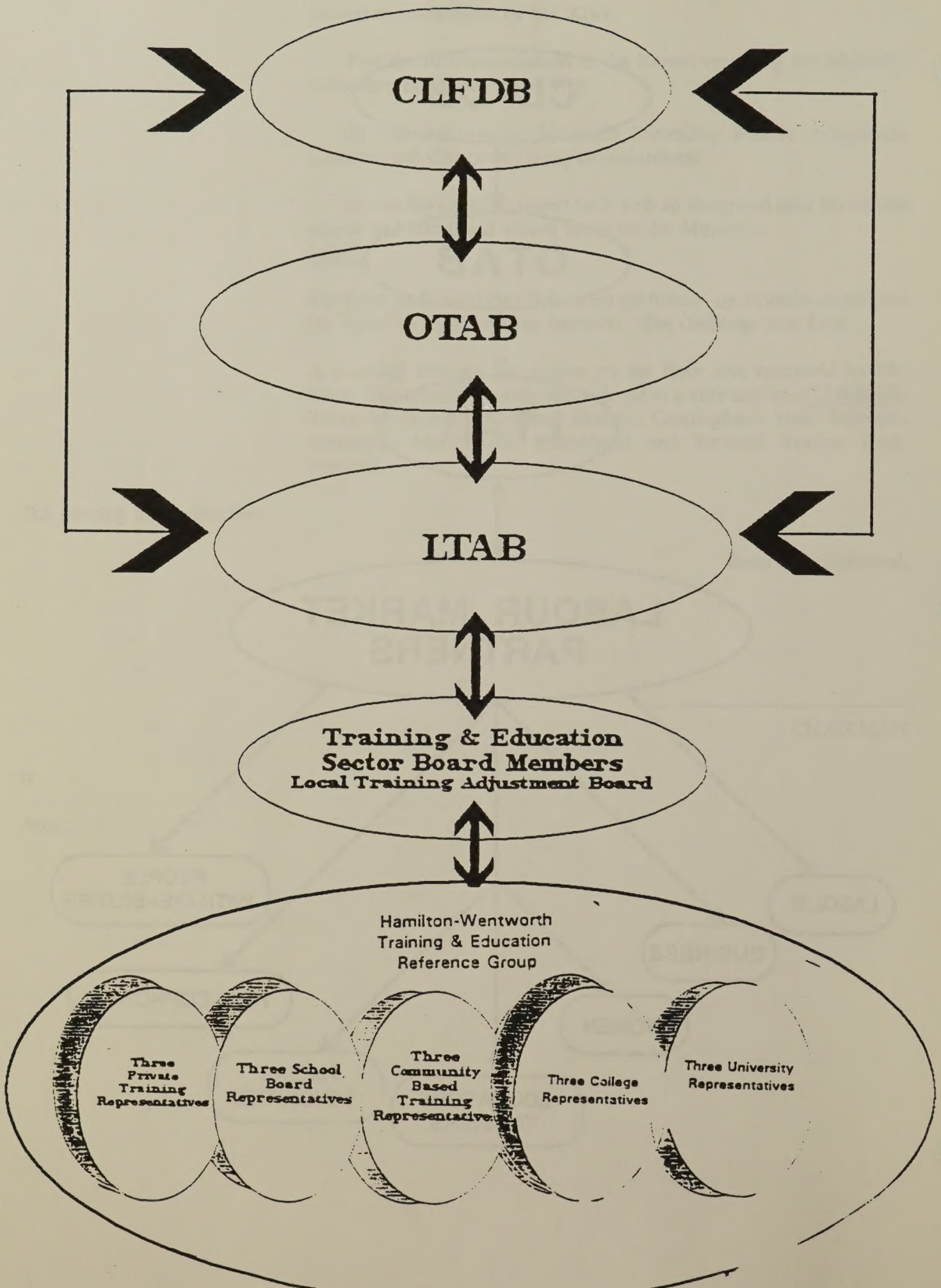
Read and confirmed,

CHAIRMAN

rt

Atts.


CLFDB
OTAB
LTAB
LABOUR MARKET PARTNERS
LABOUR
BUSINESS
WOMEN
EDUCATORS TRAINERS
RACIAL MINORITIES
FRANCOPHONES
PEOPLE WITH DISABILITIES


CLFDB
OTAB
LTAB
Training & Education
Sector Board Members
Local Training Adjustment Board
Hamilton-Wentworth
Training & Education
Reference Group
Three Private Training Representatives
Three School Board Representatives
Three Community Based Training Representatives
Three College Representatives
Three University Representatives

5. Programs Transferred To OTAB

Programs and corporate services transferred to OTAB as of October 1st, 1993:

Program	Ministry
Ontario Skills Development Offices	MET
Ontario Skills	MET
Ont. Training Trust Fund	MET
Sectoral Training Agreements	MET
Community Industrial Training Committees	MET
Apprenticeship	MET
Women's Access to Apprentice.	MET
Secondary School Workplace Apprenticeship Program	MET
Help for Laid-Off Apprentices	MET
Community Partnership Fund	
Youth Employment Counselling Centres	MET
FUTURES	MET
Summer Experience in the Trades	MET
Ontario Basic Skills	MET
Special Support Allowances	MET
Ont. Basic Skills in Workplace	MET
Ontario Community Literacy	MET
Adult Basic Literacy/Numeracy	MET
Literacy Field Develop & Support	MET
Transitions	MoL
Help Centres	MoL
Adjustment Advisory Program	MoL
Multicultural Workplace	MC

Corporate Services to transfer as of October 1, 1993:	
Communications & Marketing	MET
Policy	MET
Federal-Provincial Planning	MET
Labour Market Research	MoL
Purchasing	MET
Accommodations	MET
Financial Services	MET
Information Technology Management	MET
Human Resources Planning	MET

Programs under review for transfer to OTAB
If transfer is approved, these programs could transfer to OTAB before the end of the fiscal year 1993-94:

Work Activity	MCSS
Municipal/First Nations	MCSS
Vocational Rehabilitation Services	MCSS
Supported Employment	MCSS
Sheltered Workshops	MCSS
Social Service Employment Program	MCSS
Summer and Part-time Employment Experience Program	MCSS

Programs under review for transfer to OTAB in fiscal 1994-95:

Northern Training Opportunities Program	NDM
Students Training in Industrial Relations	MoL
Students in Personnel	MoL
Ontario Rangers [I & II]	MNR
Environmental Youth Corps	MEE
Programs for Student Training	MMA
Summer Experience	MBS

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FEBRUARY 1995

PROGRAM COMMITTEE

THE BOARD OF EDUCATION
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MINUTES OF THE PROGRAM COMMITTEE
1995 02 02

Present: Trustees Bishop (Chairman), Gage, Hill, Johnstone, Patenaude and Stewart.

Not Present: Trustee MacDonald.

Also Present: Trustees Cunningham, Darby, Johnston, Lowe, Mulholland, Orban, Rodgerson and Rogers.

Officials Present:
D. Goodridge (Director of Education and Secretary)
E. Bond (Superintendent of Program)
R. Binns (Superintendent of Human Resources)
P. Gillie (Superintendent – Administrative and Operational Services)
N. Nicholls (Superintendent of Schools – Mountain)
M. Quinn (Superintendent of Schools – Lower City)
F. Cooke (Assistant Superintendent of Program)

Mrs. Bishop called the meeting to order and noted regrets for not attending were received from Trustee MacDonald. She then called for confirmation of the minutes.

Moved by Canon Rogers:

That the minutes of the regular meetings of 1994 05 10, 1994 06 02, 1994 09 08 and 1994 10 06 be approved. **CARRIED**

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Verbal Update re Membership on the Central Review Committee (Selection of Learning Resources)

Miss Bond provided the names of the additional members to the Central Review Committee.

It was agreed:

That the Board approve, as per the verbal update, the appointment of the following additional members to the Central Review Committee (Selection of Learning Resources) for the term 1995 01 01 to 1995 12 31:

Geoff Korz, Trustee Representative
Claudia Stockdale, Hamilton Council of Home and School Associations Representative

NEW BUSINESS:

Report of the Supervised Alternative Learning for Excused Pupils Committee

Moved by Canon Rogers:

That the following Report of the Supervised Alternative Learning for Excused Pupils Committee (SALEP) be approved:

(a) That a report be brought back regarding long-term planning for meeting the needs of the students through the SALEP program.
CARRIED

Video: Mentoring Program - Gibson School - Requested by Trustee Stewart

When Mr. Stewart advised that more time and co-ordination will be required to facilitate the presentation of this program, the members agreed that this item be deferred to the March meeting of the Program Committee.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Status Report: Issues Facing Female Athletes in Hamilton High Schools

Miss Bond provided an overview and then called on Ms. S. Green-Gibson, Co-ordinator of Guidance and Physical and Health Education/Athletics, who reviewed the Report.

Moved by Mr. Mulholland:

That the Status Report: Issues Facing Female Athletes in Hamilton High Schools be received for information.

Mrs. Hill expressed concern that the areas recommended for follow up could be lost if the Report is received for information only.

Ms. Green-Gibson suggested the members could provide direction for staff to follow through on these areas.

Responding to a further question from Mrs. Hill, Ms. Green-Gibson explained the funding of school sports offered in the elementary and secondary schools, noting the requirement of a 50% sports participation to be eligible for funding. She added that the elementary and secondary panels have separate athletic councils.

Mrs. Nicholls clarified for Mrs. Hill that emphasis is placed on the students' interests in looking at the needs and determining opportunities for interscholastic activities.

Mr. Goodridge noted the potential implications for staffing and collective agreements in programming for physical education classes.

Moved in amendment by Mrs. Hill:

That a yearly report be brought back to the Program Committee until equity is reached.

Mrs. Bishop suggested deleting the phrase "until equity is reached" from the amendment as this could lead to a confusion on the definition of "equity".

Mrs. Hill agreed but requested that the annual report indicate if the perception of inequity has been finally addressed.

Dr. Johnston voiced his appreciation for the Report and alluded to the importance the Royal Commission Report on Learning has placed on physical education.

Ms. Green–Gibson responded to Ms. Orban's concern that, rather than the "elite" athlete emphasis that exits, an "all–inclusive" intramural program is needed to foster students' enjoyment of and participation in sports.

Responding to Miss Cunningham, Miss Bond remarked that "Plan of Action" would have been more appropriate wording than "Recommended Follow up" on Page 23. Noting that schools have different needs, this area should provide for flexibility for each school.

Superintendents Nicholls and Quinn assured Miss Cunningham that the officials will take the members' concerns that physical education is a priority throughout the system under advisement, emphasizing the issue will be communicated to all school principals.

In reply to a question from Miss Cunningham, Mr. Quinn said the areas recommended for follow up will be addressed by the schools within the context of other school plans and issues mandated to the schools.

Mrs. Hill accepted Mr. Gage's friendly amendment of incorporating the phrase "indicating progress on the areas recommended for follow up" in her amendment.

The amendment was put to a vote and was **CARRIED**.

The motion, amended as follows, was put to a vote and was **CARRIED**:

That the Status Report: Issues Facing Female Athletes in Hamilton High Schools be received for information and the following motion approved:

(a) That a yearly report be brought back to the Program Committee indicating progress on the areas recommended for follow up.

NEW BUSINESS:

Report on Results for the Provincial Grade 9 Reading and Writing Test, 1993–94

Miss Bond gave a brief overview then called on Mr. B. Manson, Co–ordinator of English, who detailed the Report.

Moved by Mr. Gage:

That the Report on Results for the Provincial Grade 9 Reading and Writing Test, 1993–94 be received for information.

Mr. Manson clarified for Mr. Gage that the feedback from other system departments on the test results will not be available until June 1995 because of the need to share these results with all stakeholders, e.g. subject co–ordinators, Special Education, Reading and Writing programs, Psychological Services, Speech and Language, etc.

Mrs. Rodgerson expressed several concerns with the test results, particularly on what was considered as "acceptable and adequate" test scores by the Ministry of Education and Training. She looked forward to a report

outlining the system's feedback and strategies in addressing the areas of concerns reflected in the test outcomes.

Although the test results may reflect the students' learning from the elementary years, Miss Bond clarified for Ms. Orban that since the students taking the test are presently in Grade 9 in secondary schools, both early intervention in elementary schools and remediation in secondary schools will be necessary. She indicated that each elementary and secondary school will be following through on the individual action plans and strategies appropriate for that school's programming.

The meeting then adjourned.

Read and confirmed,

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CHAIRMAN

rt

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MARCH, 1995

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MINUTES OF THE PROGRAM COMMITTEE
1995 03 02

Present: Trustees Bishop (Chairman), Gage, Hill, Johnstone, MacDonald, Patenaude and Stewart.

Also Present: Trustees Desmarais, Johnston, Mulholland, Orban, Rodgerson and Rogers.

Officials Present:
E. Bond (Superintendent of Program)
P. Shewfelt (Superintendent of Finance and Treasurer)
P. Gillie (Superintendent – Administrative and Operational Services)
M. Quinn (Superintendent of Schools – Lower City)
F. Cooke (Assistant Superintendent of Program)

Mrs. Bishop called the meeting to order and noted regrets for not attending were received from Trustees Cunningham, Darby, Hicks and Lowe. She then called for confirmation of the minutes.

Moved by Dr. Johnston:

That the minutes of the regular meetings of 1994 11 03, 1994 12 12 and 1995 02 02 be approved.

CARRIED

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Verbal Update re "Jesus" video -- Requested by Trustee Korz

Noting that the concerns raised at previous discussions were focused on the indoctrination theme at the end of the video, Dr. Cooke reported that an edited version which excluded that portion has since been released.

Dr. Cooke concluded that it is not advisable to distribute copies of the video as a resource material for elementary schools. It does not have any curriculum link to the elementary school programs which, according to Board Policy, all resource materials must have. Dr. Cooke suggested the video would be a valuable resource for religious courses offered in secondary schools and distribution is being co-ordinated through Terry Ducarme, Co-ordinator of History/Geography.

Stating the video is a gift being offered and should be received with gratitude by the Board, it was

Moved by Dr. Johnston:

That all schools who request the gift of the "Jesus" video receive it.

Expressing concern with setting a precedence, it was

Moved in amendment by Ms. Orban:

That the edited version of the "Jesus" video be placed in the Dr. Harry Paikin Library for reference for the elementary schools.

Mrs. Hill considered the intent of the motion contrary to the Board's policy and challenged the Chair for accepting it. The challenge was put to a vote and was **Carried**.

Moved by Mrs. Hill:

That the verbal Update regarding the "Jesus" video be received for information. **CARRIED**

Moved by Dr. Johnston:

That the "Jesus" video be made available to all schools whose principal requests it, if it is proved to be amenable to our curriculum policy.

Mrs. Bishop did not accept the motion, noting that the earlier challenge to the Chair on the issue was successful.

Report re Comprehensive Plan for the System-Wide Implementation of Information Technologies, including Dr. Harry Paikin Library

Moved by Mr. Mulholland:

That the Report regarding Comprehensive Plan for the System-Wide Implementation of Information Technologies, including Dr. Harry Paikin Library, be deferred to the April meeting of the Program Committee. **CARRIED**

NEW BUSINESS:

Correspondence from Regional Council re 1994 International Year of the Family (IYF)/Vision 2020

Moved by Mr. Gage:

That the correspondence from the Regional Council be received for information and the following recommendation be approved:

(a) That the Report entitled "1994 International Year of the Family (IYF)/Vision 2020" be referred to the Superintendent of Program for a review of the activities outlined in the report that are currently underway in the Hamilton public school system and that, following the review, a written reply be forwarded to Regional Council.

Mrs. Hill requested that the response letter be shared with the trustees when available.

The motion was put to a vote and was **CARRIED**.

Annual Report on the Environmental Policy

Ms. Gillie provided an overview and then called on Mr. J. Nichol, former Environmental/Outdoor Education Consultant, who reviewed the Report. The presentors included D. O'Connor, Design Engineer; J. Paterson, Senior Accounting Analyst; and M. Robinson, Buyer - Purchasing.

At this point, Mr. Nichol introduced Pat Joslin, a teacher from Westwood School who made a presentation about the school's Waste Audit program.

Moved by Mr. Mulholland:

That the Annual Report on the Environmental Policy be received for information. **CARRIED**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Verbal Update on Native Education Survey

In his update, Dr. Cooke noted that the Hamilton Board and the Hamilton Regional Indian Centre's Native Education Committee agreed to conduct a joint survey of the Native population to forego duplication of efforts. He added that results are being tabulated for inclusion in a report forthcoming to the Program Committee in April.

Moved by Canon Rogers:

That the verbal Update on Native Education Survey be received for information. **CARRIED**

NEW BUSINESS:

Video: Mentoring Program - Gibson School -- Requested by Trustee Stewart

Mr. Stewart provided a brief overview of the program.

It was agreed:

That the Video: Mentoring Program – Gibson School be received for information.

The meeting then adjourned.

Read and confirmed,

_____

CHAIRMAN

rt

THE REGIONAL MUNICIPALITY OF HAMILTON-WENTWORTH

Department of Public Health Services
25 Main Street West, Suite 400
P.O. Box 897
Hamilton, ON
L8N 3P6

Tel: (905) 546-3500
Fax: (905) 528-2205

OFFICE OF THE

JAN 9 1995

DIRECTOR OF EDUCATION

1994 11 7

Mr. D.W. Goodridge
Director of Education and Secretary
Board of Education for the City of Hamilton
100 Main Street West
Hamilton, ON
L8N 3L1

Mr. Goodridge:

Regional Council, at its meeting held Tuesday October 18, 1994 approved the following report entitled ***"1994 INTERNATIONAL YEAR OF THE FAMILY (IYF) / Vision 2020."*** *This report describes some of the Regional staff activities that support IYF and Vision 2020. A copy of the report is attached, for your information.*

Sincerely,

Marilyn L. James, MD, FRCPC, AAFP(BE),
MPH, MHP, FAFPHM, FRACMA
Acting Medical Officer of Health

- RECOMMENDATION -

DATE: September 19, 1994

REPORT TO: Chairman and Members
Health & Social Services Committee

FROM: Mr. W. M. Carson
Chief Administrative Officer

SUBJECT: 1994 INTERNATIONAL YEAR OF THE FAMILY/ Vision 2020

RECOMMENDATION:

(a) That the Regional Chairman send a copy of this review to the Canadian Committee for the International Year of the Family

(b) That this review be referred for information to the Regional Work and Family Advisory Committee, the Regional Day Care Task Force, Catholic Family Services of Hamilton-Wentworth, Family Services of Hamilton-Wentworth Inc., Association of Agencies for Treatment and Development, Board of Education for the City of Hamilton-Wentworth, Roman Catholic Separate School Board, and the Wentworth County Board of Education.

(c) That this report be referred to Administrative Services Committee for information.

W. M. Carson

FINANCIAL/STAFFING/LEGAL IMPLICATIONS:

No additional costs

BACKGROUND:

The Sustainable Development Staff Working Group was requested by Regional Council in December, 1993 to review the principles and objectives of the United Nations proclamation of International Year of the Family and that of the Canadian Committee's discussion paper "The Need for a Family Policy in Municipal Governments" within the context of the Vision 2020.

The United Nations General Assembly has proclaimed 1994 as the International Year of the Family. In proclaiming the year the General Assembly declared that the major activities for its observance should be concentrated at the local, regional and national levels.

The Canadian Committee for the International Year of the Family has defined "the family" on the basis and appreciation of families as units that carry out some combination of the following functions:

- Co-habitation of adults
- Procreation or adoption of new members
- Maintenance and care of group members
- Socialization and education of children
- Social control and protection of members
- Production, consumption and distribution of goods and services
- Promotion and maintenance of morale, motivation and healthy lifestyles

(Vanier Institute definition)

This definition is generic and functionally orientated as well as being inclusive and non-discriminatory, therefore, encompassing families with different traditions, cultures and socio-economic status.

The Canadian Committee promotes the importance and value of the role of the family in Canadian society by recognizing that:

- The family is the basic unit and has a key role in Canadian society.
- Canadian families are diverse and changing in response to economic and social changes.
- A key characteristic of the family is the inter-dependency between members and their inter-dependency with the broad community.
- There is a need to respect, care and nurture the family.
- The richness of the Canadian family is brought about by cultural diversity.

While the Canadian Committee for the International Year of the Family acknowledges that "policies of senior levels of government play a vital role in the socio-economic aspects of the family, such as social services, child care and protection" it also recognizes that municipal government policies do impact on families and their ability to perform their functions well and their quality of life. The Committee's discussion paper "The Need for a Policy on the Family in Municipal Governments" is a good starting point for discussion of a "family policy" in the Regional Municipality of Hamilton-Wentworth. Many of the concepts, proposals and suggestions made in this paper in fact are already in place within the broader context of the work of the Chairman's Task Force on Sustainable Development and the resulting publication of the Vision 2020 documents.

Vital linkages exist between the work done by our community in planning for sustainable development and the vision and principles promoted through International Year of the Family. Analysis of policies and programs presently in place support the family and its crucial role as the basic unit in our community.

International Year of the Family

United Nations Proclamation of International Year of the Family: Guiding Principles

(a) The family constitutes the basic unit of society, therefore warranting special attention.

(b) International Year of the Family encompasses the diversity of individual needs, preferences and societal conditions for families from all cultures.

(c) International Year of the Family activities promote basic human rights and fundamental freedoms for all individuals.

(d) Policies foster equality between women and men within families.

(e) Activities for International Year of the Family will focus primarily on local and national levels.

(f) Programmes support families in the discharge of their functions, promote inherent strengths of families and give expression to an integrated perspective of families, their members, community and society.

Vision 2020
Detailed Strategies & Actions Creating a Sustainable Region

5.0 Quality of Life

5.1 Personal Health and Well Being

Goals

To increase the number of years of good health for all citizens by reducing illness, disability, and premature deaths.

To develop cultural institutions that reflect our historical development and to encourage contributions from our increasingly diverse population.

To develop the social and physical environments that allow all citizens to participate fully in our community.

To ensure all levels of government are coordinated, efficient, effective and easily accessible to all citizens.

To develop a population that is literate, educated, possesses the skills of lifelong learning and supports the concept of sustainable development.

The following section provides a review of the Regional Social Services and Public Health Services programs and policies which support IYF principles in the context of Vision 2020. Items that refer to internal Human Resource policies are printed in bold. The highlighting of these policies is intended to demonstrate how this corporation is attempting to move toward the adoption of family policies which are consistent with Vision 2020 and the principles of IYF.

Strategy A: Provide adequate and appropriate health care services for all citizens.

2020 STRATEGY STATEMENTS	ACTIVITIES CURRENTLY UNDERWAY IN THE DEPARTMENTS OF PUBLIC HEALTH SERVICES AND SOCIAL SERVICES
Provide education to providers, planners and consumers on the determinants of health and the importance of needs-based services.	. Community development projects eg. Crown Point, Homeside, Teen Health Centres . Needs assessments are part of all Department of Public Health Services activities. . Determinants of health are considered in program planning and implementation. . Involving consumers in planning.
Encourage integrated health and social planning in the region, to more effectively address the broad determinants of health and their relationship to healthy public policy.	. Department of Public Health Services, Social Services Child Care Advisory (AATD) & Social Planning Research Council are collaborating on the Community Action Program for Children, a program for East Hamilton and Stoney Creek which addresses social environmental factors, a key determinant of health. . Department of Public Health Services (inspection, nursing, nutrition, dental, medicine), Social Services Department and Ministry of Community and Social Services collaborate to address child care centre issues.
Support the development, implementation and evaluation of models for educating the public and the media on the broad determinants of health.	. Regional School Child Nourishment Task Force . Homeless Advisory Group whose concerns include families whose shelter is unreliable.

Ensure that health services are accessible physically, geographically, and culturally.	. Resource Parents' Project which provides peer support for non English speaking families . Community Kitchens . Parent Child Information Line, Nutrition/Inspection Information Lines. . Parent Groups are held at many locations convenient to people throughout the Region. . Home Visiting Programs . Liaisons with Multicultural Groups and Services.

Strategy B: Mechanisms to facilitate the development of a caring community.

IYF PRINCIPLES:

(a) The family constitutes the basic unit of society, therefore warranting special attention.

(b) IYF encompasses the diversity of individual needs, preferences and societal conditions for families from all cultures.

(f) Programmes support families in the discharge of their functions, promote inherent strengths of families and give expression to an integrated perspective of families, their members, community and society.

2020 STRATEGY STATEMENTS	ACTIVITIES CURRENTLY UNDERWAY IN THE DEPARTMENTS OF PUBLIC HEALTH SERVICES AND SOCIAL SERVICES
Promote child care strategies which support families including adequate child care spaces in community facilities, and neighbourhood based parent/child resource programs according to identified need.	. Social Services Department subsidizes day care through purchase of service child care programs and directly administers its own integrated day care centre. Subsidized Day Care provides supports to families with therapeutic need in addition to those requiring care as a result of parents working or attending school. . Department of Public Health Services provides consultation and educational support for child care providers in all types of child care settings, including the quarterly newsletter Nursery Nuggets. Currently nutrition education needs of informal child care providers are being assessed.

(cont'd)	. The Association of Agencies for Treatment and Development, Child Care Advisory Committee is completing a comprehensive profile of child care in the region with representation from Department of Public Health Services, Social Services and all child care sectors. . The City/Region employee based Child Care Task Force encourages Managers and Unions to develop policies and programs that acknowledge the reality of employees and their family needs as well as the needs of the employer, e.g. . job sharing . family emergency leave . maternity leave top up . vacation entitlement . flexible working arrangements . availability of an extended leave of absence subsequent to maternity & parental leaves, retaining the same benefits . a re-examination of the timeframes set for family leave benefits . an extension of family leave benefits to all employees - redefinition of criteria to include personal emergency leaves of absence . options for employees to make up the time lost for absences due to emergency personal/family leaves
Promote employment strategies to balance work and family care responsibilities.	**. Regional policy supports job-sharing option.** **. Regional policy supports flexible working arrangements, subject to staffing requirements and approval of department head.** **. Corporate Communication strategies:** **. Regular articles in "Regionally Yours" to inform employees of family friendly initiatives and to educate and encourage accommodation of alternative working arrangements.** **. A job-sharing information brochure will be distributed to all Department Heads and Unions for posting and circulation to all employees.**

(cont'd)	. **A Family Needs Information Brochure is being prepared for the new employee orientation package and will be distributed to existing employees.**
Improve the availability of before and after school day care programs and parent education.	. Issues related to availability of before and after school day care and parent education are being examined by the Association of Agencies for Treatment and Development, Child Care Advisory Committee. . Department of Public Health Services and Department of Social Services provides support and education to centres on request.

Strategy C: Improve personal (and family) health status.

IYF PRINCIPLES:

(a) The family constitutes the basic unit of society, therefore warranting special attention.

(b) IYF encompasses the diversity of individual needs, preferences and societal conditions for families from all cultures.

(c) IYF activities promote basic human rights and fundamental freedoms for all individuals.

(f) Programmes support families in the discharge of their functions, promote inherent strengths of families and give expression to an integrated perspective of families, their members, community and society.

2020 STRATEGY STATEMENTS	ACTIVITIES CURRENTLY UNDERWAY IN THE DEPARTMENTS OF PUBLIC HEALTH SERVICES AND SOCIAL SERVICES
Ensure the provision of nutritious foods to preschoolers in group settings.	. Department of Public Health Services and Ministry of Community and Social Services, monitor and provide educational support to ensure provision of safe and nutritious foods in child care centres and formal home child care. . Social Services operated program exceeds Day Nurseries Act Standards . Department of Public Health Services provides nutrition education support for informal child care providers based on assessed needs.

Develop and ensure the implementation of food policies in all schools.	. Hamilton Board of Education food policy is being implemented with support from the Department of Public Health Services. . School Nourishment Task Force assessing needs; identifying availability of current programs; and reviewing models and funding possibilities for addressing the problem of hunger among school children.
Support community efforts to promote increased access to sufficient, nutritious and personally acceptable foods.	. Department of Public Health Services provides consultation and program design for establishing community-based programs to increase food access, e.g. food buying clubs, breakfast programs. . Distribution of *Access to Food From Rhetoric to Action* to the community, with suggestions for actions. . Social Services Grants Program funds many food access agencies
Support the development of food policies for all food premises.	. Inspection, education and monitoring programs ensure food safety in food premises, including food booths at festivals.
Work with the Province to ensure that social assistance payments are adequate to provide sufficient, nutritious and personally acceptable foods.	. Regional Chairman on behalf of council advocates to provincial government. . Council members and staff work in collaboration with various provincial advocacy groups to influence government policy.
Ensure the elderly have transportation to food or for food to them.	. Through Social Service grants and staff support: Meals on Wheels Program, Home Care, Visiting Homemakers, Disabled and Aged Regional Transit System, Seniors Day Program. . Community committee is examining adequacy of services supporting access to food for the elderly and physically challenged.
Encourage & support women in their efforts to breast feed	. Prenatal education . Home visits/phone visits to assist with difficulties . Social marketing to promote breast feeding . Development of Fact Sheets by Regional Lactation Committee

Provide prenatal nutrition education to all women with special efforts made for high risk pregnancies.	. Nutrition education is a component of all Department of Public Health Services prenatal courses, and home visits for high risk prenatal clients. . Prenatal food supplement programs for high risk mothers are being offered through Welcome Basket, St. Joseph's Community Health Centre Parent/Child Program, with hopes for expansion to reach more parents.
Develop and support programs aimed at developing food purchasing and cooking skills targeted to the needs of various groups in the community.	. Collective kitchens organize training and consultation; Supermarket Safari (designed for special needs groups). . Shift-worker nutrition education workshops. . Social Services sponsored Home Management Programme provides lifeskills training, e.g. shopping, menu planning and cooking.
Develop and support programs to promote healthy body weights in the community, especially among vulnerable groups such as middle-aged men and adolescent girls.	. Pilot project in local high school to train and support students to lead discussion and support their peers about the pressure to diet. . Beyond Dieting Program
Social, psychological, ethical and medical information to adolescents RE: Implications of sexuality.	. UTOO project which supports youth to educate themselves and others through theatrical performances. . Adolescent Health Centres supported by both Department of Public Health Services and Social Services . Birth Control Clinics at Dundas, Stoney Creek and Elizabeth Bagshaw (Planned Parenthood) . Grant to Serena to support education and thermocyclic method of birth control
Ensure the provision of reliable and appropriate nutrition education curriculum in all schools	. Staff resource to support grade 7, 8 & 9 nutrition, physical and body image curriculum developed by partnership of Department of Public Health Services, Roman Catholic Separate School Board and City of Hamilton Board of Education. . Food and nutrition courses provided to Wilma's Place Alternative High School through Department of Public Health Services, based on students' needs and learning styles.

Strategy D: Educate citizens about the values and principles of sustainable development.

IYF PRINCIPLES:

(c) IYF activities promote basic human rights and fundamental freedoms for all individuals.

(d) Policies foster equality between women and men within families.

(f) Programmes support families in the discharge of their functions, promote inherent strengths of families and give expression to an integrated perspective of families, their members, community and society.

2020 STRATEGY STATEMENTS	ACTIVITIES CURRENTLY UNDERWAY IN THE DEPARTMENTS OF PUBLIC HEALTH SERVICES AND SOCIAL SERVICES
Develop a general education campaign about sustainable development.	. Regional staff directly participate and encourage community groups to participate in Sustainable Development Day. . Social Service Grant recipients are encouraged to comply with principles of sustainable development.
Include sustainable development in school curriculum, supported by teacher education and recognition of teaching excellence.	
Develop a program for introducing the concept of sustainable development to local organizations and how they incorporate sustainable development into their operations.	. Healthy Lifestyles Health Promotion Programs address many of the issues. Some are currently being addressed through community development projects.

Strategy E: Building community involvement and commitment

IYF PRINCIPLES

(a) The family constitutes the basic unit of society, therefore warranting special attention.

(f) Programmes support families in the discharge of their functions, promote inherent strengths of families and give expression to an integrated perspective of families, their members, community and society.

2020 STRATEGY STATEMENTS	ACTIVITIES CURRENTLY UNDERWAY IN THE DEPARTMENTS OF PUBLIC HEALTH SERVICES AND SOCIAL SERVICES
Designate a region wide "Sustainable Development Week" during which activities focus people's attention to the issue.	. Staff from Departments of Health and Social Services participate in the Annual Sustainable Development Day, encouraging community involvement and empowerment principles.
Encourage local media to highlight neighbourhoods and community groups which exhibit the qualities of the desired sustainable communities.	. Staff activities support family and local community actions eg Sustainable Development Day, Night Out Against Crime. . Recognize community development initiatives, and other supportive projects, e.g. Community Action Program for Children projects. . Community Development Projects, e.g. Crown Point article in the Spectator . Consumer representation on planning committees, e.g. Elder Abuse Committee

Strategy F: Increase the safety and security of our community.

IYF PRINCIPLES:

(a) The family constitutes the basic unit of society, therefore warranting special attention.

(c) IYF activities promote basic human rights and fundamental freedoms for all individuals.

(d) Policies foster equality between women and men within families.

2020 STRATEGY STATEMENTS	ACTIVITIES CURRENTLY UNDERWAY IN THE DEPARTMENTS OF PUBLIC HEALTH SERVICES AND SOCIAL SERVICES
	. Staff are active in collaborating with the Police, Shelters, Children's Aid Society/ Catholic Children's Aid Society and other community groups regarding issues of violence. Social Service grants fund programs at Women's Shelters and provide per diem funding for abused women to stay there. . Recognize of determinants of health when addressing issues of violence. . Actively fund and participate in Child Abuse Council counselling for abusive families and elder abuse . Educate day care operators about signs and prevention of child abuse . Nobody's Perfect and Home Management programs to encourage healthful and appropriate parenting.

Strategy G: Support local cultural institutions and activities.

IYF PRINCIPLES:

(a) The family constitutes the basic unit of society, therefore warranting special attention.

(b) IYF encompasses the diversity of individual needs, preferences and societal conditions for families from all cultures.

2020 STRATEGY STATEMENTS	ACTIVITIES CURRENTLY UNDERWAY IN THE DEPARTMENTS OF PUBLIC HEALTH SERVICES AND SOCIAL SERVICES
Encourage and financially support arts organizations in the Region.	. Staff collaborate with various cultural groups, e.g. Hamilton Italian Canadian Seniors Vivere Sani Club recipe book, Healthy Eating with Traditional Italian Recipes was supported by staff nutritionists.

5.2 Community Empowerment

Goals

To allow all citizens from our diverse population the opportunity to have meaningful participation in government and in cultural, educational, health and social service/institutions.

Strategy H: Ensure Active Citizen Participation in Local Government Decision Making.

2020 STRATEGY STATEMENTS	ACTIVITIES CURRENTLY UNDERWAY IN THE DEPARTMENTS OF PUBLIC HEALTH SERVICES AND SOCIAL SERVICES
Institute jury process for public participation.	Public participation is often sought through advertising/invitation.
Re-evaluate terms of reference of Regional Advisory Committees for inclusiveness & representativeness.	Regional Day Care Task Force School-Child Nourishment Task Force, Regional Advisory Committee for Persons with Physical Disabilities & Regional Advisory Committee for Seniors, Roomers & Boarders Task Force,etc.
Hold town hall forums at both municipal and regional level.	Public consultations are often held with respect to changes in policies, evaluation, land use planning, etc.
Develop & implement mechanisms to evaluate government activity & hold it accountable.	Public meetings used in priority setting process, public budget meetings, addition of "Sustainable Development compliance" in macros for all reports to Regional Council.
Enhance public access to and integration with Regional planning processes.	Social Services staff provide input & utilize appropriate advisory committee resources.
Establish a coordinator's office for citizen action & outreach.	Coordinating Council on Housing's Outreach committee. Transportation Services has a full-time staff person to deal with accessibility issues.
Develop mechanisms to evaluate the Regional Official Plan, and hold it accountable to citizens.	Social Services staff participated in drafting of the official plan to ensure that links between land use and human services planning exist.
Develop new community consultation models.	A variety of alternative methods are being explored to enhance public consultations.

Encourage all local health & social service organizations & planning bodies to have by 1995 balanced representation of providers & consumers.	All agencies funded through Social Services Grants process, or participating with the Region in any number of ways are encouraged to include consumers & providers, e.g. Regional Daycare Task Force, Regional Advisory Committee for Seniors, Regional Advisory Committee for Persons with Disabilities.
Develop advocacy mechanisms to ensure representation of the diverse population of the Region, particularly vulnerable groups.	Social Service Grants to United Disabled Consumers, Regional Food & Shelter Advisory Committee, Regional Advisory Committee for Persons with Disabilities, Coordinating Council on Housing, Roomers & Boarders Task Force.
Strengthen cooperative partnerships among community based associations.	Staff maintains community affiliations, e.g. Community Child Abuse Council, Child Care Advisory Committee, Jobs Ontario, Community Action Program for Children. Through its Social Service Grants, cooperative ventures are also supported, e.g. Social Planning and Research Council Self Help Centre.
Support the community development activities of the Social Planning & Research Council, the Department of Public Health Services, and other organizations.	e.g. Community Action Project for Children, Hamilton-Wentworth Council on Smoking & Health, Social Housing Access Committee, Housing Help Centre, United Disabled Consumers, Promise the Children 2000, etc.
Continue to support a community information system among community based associations.	Social Service Grants provide financial support for all four community information centre, the Disability Information Service Hotline, United Senior Citizens, the Women's Centre, United Disabled Consumers, etc.
Include a human service section in the Regional Official Plan.	Staff participated in the Official Plan process to ensure that human services & land use connections are incorporated throughout the plan. A separate section does not exist.
Establish a committee to examine one-tier government.	Regional Council has established a committee.
Develop community consultation guidelines to be followed by each Regional Department.	Evaluation of recent Priority Setting process.
Establish a committee to examine alternative political structures.	

Establish a Regional Sustainable Development Community office.	
Develop a highly skilled and educated labour force	. Regional staff are encouraged to take courses to develop their workplace skills. . The Employment services unit attempts to link individuals on assistance to skills retraining education. . Jobs Ontario is another vital link.
Eliminate barriers to employment	. Subsidized child care and financial assistance eliminate some barriers to employment. In addition, staff have supported in policy development, including transportation and cultural interpreters.

Prepared by Sustainable Development Staff Working Group (International Year of the Family Subgroup)

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TO: **The Chairman and Members**
Program Committee

FROM:

P. Gillie	**Superintendent – Administrative and Operational Services**
J. Nichol	**Environmental/Outdoor Education Consultant**
D. O'Connor	**Design Engineer**
J. Paterson	**Senior Accounting Analyst**
M. Robinson	**Purchasing**

RE: **Annual Report on the Environmental Policy**

REPORT: **Information**

BACKGOUND

The Policy

1. The Environmental Policy for The Board of Education for the City of Hamilton provides direction for all schools and departments as we continue to develop and implement programs and strategies that instill the attitude of the 21st Century conserver society. These goals must continue to be priorities. (Appendix I)

2. This annual Report marks the fourth time that a positive account of ongoing environmental practices have been brought to the Board Room. This year our attention as a system focuses on the implementation of Ministry of Environment & Energy "3R" regulations, approved March 1994 by legislation.

3. A Waste Management Operating procedure is being developed in order to meet the regulations. It outlines practices we have developed in the past several years. The procedure specifically identifies the role and contribution that all of us must accept if we can become an example of a conserver organization in the Hamilton-Wentworth community. (Appendix II)

4. The Environmental Policy has not been implemented through a direct budget. The S.T.A.R. grant and plant department waste budget continue to be the sources that sustain the restructuring of school and office operational/program practices. (Appendix III)

5. Our purchasing strategies take advantage of the increasing availability of recycled products that continue to become more in line with virgin product prices. Resource consumption continues to be monitored. (Appendix IV)

Issue

To present the Annual Report of the Environmental Policy

Recommendations

1. The Annual Report be received for information.

Rationale

1. The report provides an update of the activities that have taken place during the past year.

Attachments

Appendix I - Environmental Policy
Appendix II - Waste Management Operating Procedures
Appendix III - Financial Status of STAR Grant
Appendix IV - Updating from Purchasing
Appendix V - Program and Community Links
Appendix VI - Plant Department Initiatives
Appendix VII - Trash Tally Excerpt

Report prepared by:	J. Nichol, Environmental/Outdoor Education Consultant M. Robinson, Purchasing D. O'Connor, Plant Department J. Paterson, Finance M. Jarrett, Teacher Librarian, Cardinal Heights Elementary School R. Watson, Teacher, Highview Elementary School W. Urie, Occupational Health
Submitted by:	P. Gillie, Superintendent – Administrative & Operational Services
Approved by:	Senior Management

APPENDIX I

HAMILTON BOARD OF EDUCATION ENVIRONMENTAL POLICY

creating programs which provide students with the elementary knowledge, skills and motives to cope with environmental needs and contribute to sustainable development

ensuring that energy stays focused on grass roots (site-based) projects

ensuring that schools, areas, and departments analyze current operations and procedures to eliminate practices which are inconsistent with this goal

that the Hamilton Board of Education support and promote practices and programs which are compatible with a healthier less polluted and sustainable environment by:

acting as a role model and encouraging the use of the 4 R's (reduce, reuse, recycle, recover) at a personal, departmental, school, area and system level

being accountable through an annual review, to show progress toward this goal

co-operating with public and private organizations and agencies

Approved October 1990
Interim Report: May 1991
First Annual Report: February 1992
Second Annual Report: March 1993
Third Annual Report: March 1994

"THE ENVIRONMENT – EVERYBODY'S JOB"

APPENDIX II

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Operating Procedure

Topic

Working Draft
Waste Management

BOARD POLICY

Environmental Policy – Approved October 1990

The Hamilton Board of Education supports and promotes practices and programs which are compatible with a healthier less polluted and sustainable environment. (Appendix I)

AUTHORITY

A. EDUCATION ACT

- PART VI – DUTIES AND POWERS OF BOARDS
  (170)8 – Every board shall keep the school buildings and premises in proper repair and in a proper sanitary condition.

- PART X – TEACHERS
  (265)j – It is the duty of a principal of a school to give assiduous attention to the health and comfort of the pupils, to the cleanliness, temperature and ventilation of the school,... and to the condition and appearance of the school buildings and grounds.

B. EDUCATION ACT – REGULATIONS

- Duties of Principals

  11(3) (k) provide for instruction of pupils in the care of the school premises;

  (l) inspect the school premises at least weekly and report forthwith to the board,
  (i) any repairs to the school that are required, in the opinion of the principal,
  (ii) any lack of attention on the part of the building maintenance staff of the school, and

  (o) promote and maintain close co-operation with residents, industry, business and other groups and agencies of the community;

- Requirements for Pupils
  23-(1) – A pupil shall,
  (h) show respect for school property.

C. ONTARIO'S 3R REGULATIONS

The 3R's Regulations became law on March 3, 1994. Those affected have from six to 28 months to comply.

The regulations are comprised of five waste reduction regulations which define the rules and requirements for reduction ,reuse and recycling activities in the province.

A Summary of the Regulations that Apply to Boards of Education

- The regulations apply only to non-hazardous solid waste.
- **Waste audits** and **waste reduction workplans**, updated annually, and **source separation(recycling) programs** are required.

MINISTRY REGULATION 102/94(Waste Audits)

Waste Audit: a study of wastes generated by an establishment.

Under the regulation, all **waste audits** must identify:
- the amount, nature and composition of the waste generated in all functional areas of the school;
- how the waste is produced, including relevant management policies and practices; and
- how the waste is managed.

Note: A school board may conduct audits for similar groups of schools under its jurisdiction and use the results of the sample audits as the basis for developing a waste reduction workplan for each school subject to the regulation. It is advisable though that each school site develop its own workplan so that individual differences in site plans can be accounted for.

WORKPLANS

The information from the **waste audit** is the basis for developing the waste reduction **workplan**.

Regulation 102/94 requires that all completed waste reduction workplans must include all reasonable actions that can be under taken. These actions must follow the 3R hierarchy, with **reduction**, as first priority, followed by **reuse**, and then **recycling**.

The regulation states that each school must have in place a continuing waste reduction program which makes the **3Rs** a routine part of operations. Waste audits and workplans must be updated and/or reviewed annually.

IMPLEMENTING A WASTE REDUCTION WORKPLAN

A waste reduction workplan:
- must assign responsibilities
- indicate resources for implementation
- provide timelines for implementation and expected results
- give a higher priority to some of the actions necessary in the waste reduction program

SOURCE SEPARATION (RECYCLING) PROGRAMS

MINISTRY REGULATION 103/94

- The regulations require a source separation program for recyclable materials that are generated by the operation.

- **Collection, handling and storage facilities** must be provided for these materials. Reasonable efforts must be made to ensure that source separated materials are **reused** or **recycled**.

MATERIALS THAT MUST BE RECYCLED

Material categories include:
- steel food or beverage cans(including cans made primarily from steel),
- aluminum food or beverage cans(including cans made primarily from aluminum)
- corrugated cardboard
- fine paper
- glass bottles and jars for food or beverages
- newsprint

D. FIRE REGULATIONS THAT PERTAIN TO 3R PROGRAMS

A collection system that meets local requirements of the Chief of Fire Inspection is required.

- a non combustible container system with lids is acceptable for temporary storage of recyclables.
- containers and/or liners must be acceptable to the community Blue Box program.
- Regular pickup of materials must be arranged from all indoor containers
- containers must not be installed or stored under stairs, on stair landings, or in hallways where they decrease the width of egress by occupants of the building.
- indoor bulk storage of recyclables must be arranged in a room having a 1-hour fire separation from the remainder of the building and equipped with automatic sprinkler protection.
- outdoor bulk storage of recyclable materials must be arranged a safe distance from any building as required by the building code.
- construction of a new indoor storage room or results in any other material alterations to the school must have drawings forwarded for review and approval to the office of the Fire Marshal

E. HAZARDOUS WASTE

MINISTRY REGULATION 309
The handling of hazardous waste shall continue as outlined under regulation 309, currently addressed by WHMIS legislation and the Board of Education Hazardous Materials Response team.

F. ENVIRONMENTAL POLICY PROCEDURES

School/Department Operations

- **ensuring that schools, areas, and departments analyze current operations and procedure to eliminate practices which are inconsistent with this goal**

Program

- creating programs which provide students with the elementary knowledge, skills and motives to cope with environmental needs and contribute to sustainable development
- ensuring that energy stays focused on grass roots (site based) projects

Waste Management

- **acting as a role model and encouraging the use of 4 R's (reduce, reuse, recycle, recover) at a personal, departmental, school, area and system level**

Liason

- co-operating with public and private organizations and agencies

Accountability

- being accountable through an annual review, to show progress toward this goal

G. RESPONSIBILITIES

Responsibilities of Trustees and Senior Management

Trustees: it is the role of Trustees to
- monitor the implementation of the policy
- support initiatives to implement the policy
- act as role models

Senior Management: it is the role of Senior Management to
- insure compliance with the regulations
- facilitate the implementation plans for compliance
- act as role models

Responsibilities of the Plant and Purchasing departments, Board of Education for the City of Hamilton

Waste Handling/Recycling

1. Purchase when and where ever possible goods and services that are environmentally responsible.

2. The Hamilton Board of Education will maintain an inventory or supply list of materials that support waste management in school facilities.

3. The Board will provide service to pick up and handle removal of the following recyclables collected from the approved recycling centre (i.e. Glad)

   a) fine papers that include:
   - copy paper, bond paper, computer paper, chart paper, (all colours and inks without sticky labels)
   Note: paper has been used both sides (no envelopes please)

   b) student notebooks (non-newsprint), cover removed, crayoned and glued pages removed

   c) corrugated cardboard and clean construction paper flattened and tied, set aside in boiler room or temporarily stored in an acceptable dry, fire related location for weekly/monthly pick up

4. The Board will provide the appropriate containers at the Education Centre and Area offices to hold confidential printed materials that require on-site shredding.

5. The Board will provide the appropriate containers to temporarily hold all used laser cartridges and used toner containers until pick up and removal is arranged.

Responsibilities of Principals/Managers/Supervisors

The Principal shall insure that the implementation of Ontario's 3R regulations are followed by all staff.

Responsibilities of Staff and Students

1. Staff and students will be encouraged to sort the following recyclables at the source of generation and place in Blue Boxes or clear Blue Bags for weekly removal from the building to curbside for Third Sector pick-up.

   a) Staff, students and visitors will be encouraged to rinse pop cans, juice bottles and cans, food tins and place one or more of these items into an identified storage container (i.e. Glad Recycling Centre bin).
   Note: All these items can be mixed and bagged together.

   b) Staff and students will place the following into separate bags
   - newsprint (i.e. newspaper and student notebooks, covers, crayoned and glued pages removed)
   - magazines & flyers
   - plastics (excluding food containers e.g. yogurt, margarine and juice containers)
   - caretaking supply bottles (rinsed out)
   - telephone books
   - corrugated cardboard and clean construction paper flattened, bundled and tied

Responsibility of the Custodial Staff

Custodial Staff will remove **source separated** comingled items and those recyclables contained in separate bags from pop barrels and Glad Recycling Centres to the school's designated temporary storage site.

Municipal blue box program recyclables will be taken to the curb site weekly on the morning of community pickup.

Fine paper that has been bagged in the clear bluebags and cardboard that has been broken down and bundled will be placed at a location for reasonable access by Board pickup on the morning of scheduled monthly pickup.

Responsibility of Education Centre, Area Offices and Dundurn Facility Staff

1. Staff will use large Blue plastic barrels for fine paper collection (Education Centre only), Glad Recycling bins for fine paper collection at Area offices and Dundurn facility.

2. Staff will use Glad Recycling Centres for pop, glass and food tin collections.

3. Staff of the Dundurn facility will separate flattened cardboard for collection and use blue boxes or Glad Recycling bins for collection of other recyclables.

Responsibility of the Waste Removal Contractor

WASTE

Dry:

- The waste contractor will remove the following waste items from all Board of Education dumpster containers:
  - plastic food containers
  - box board containers (soap boxes, etc.)
  - file folders
  - contaminated paper

Wet:

- The waste contractor will remove
  - lunch waste (i.e. organic waste, where necessary)

APPENDIX III

Ministry of the Environment STAR Grant

When the Ministry of the Environment introduced its long term plan, incentive funds to support local initiatives were established. The Student Action for Recycling Grant (STAR) was designed to support schools. Our Board received a grant in 1991. It should be noted that a separate budget does not exist for the Environment Policy.
Existing monies have been used as practices have changed. A summary of the Financial Status of this Grant is found on Appendix III.

The Board of Education for the City of Hamilton
Student Action for Recycling Grant Program
Summary of Financial Status as at 1995/01/12

During 1991, 1992 and 1994 the Board received funding approval from the Ministry of Environment amounting to $100,928. The terms of this funding were:

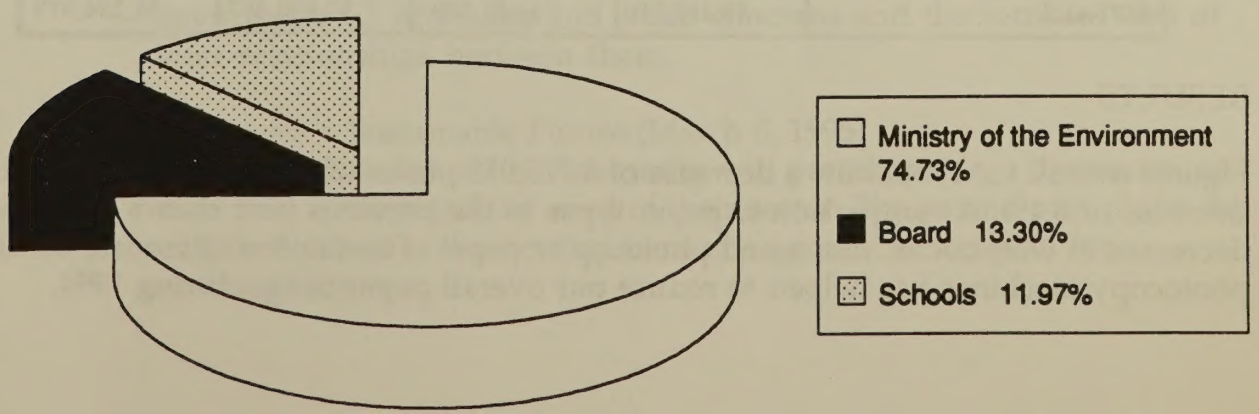
a) $80,928 as 2/3 of Board expenditures towards recylcing equipment, and
b) $20,000 as a portion of the Co-ordinator's salary.

The time period was flexible with the Ministry of the Environment, provided that the Program progressed in accordance with the Board's grant proposals.

As at January 1, 1995, the financial status of the STAR Program is:

Cost of recycling	$117,773
Funding:	
a) Ministry of the Environment	$87,512
b) Plant Department – Waste Management Program	15,922
c) Schools	14,339
Total Funding	$117,773

THE STAR PROGRAM - SOURCES OF FUNDING AS AT 1994 12 31



APPENDIX IV

Purchasing and Consumption

PRACTICES:

Practices continue to encourage a sustainable environment outlook. Manufacturers and distributors provide more specific product information that supports the 3 R's. Currently we are making available when known, the source of paper and wood products, to encourage using products not derived from clear cut forestry operations.

Purchasing practices strive for elimination of overpackaged products, materials and reduction of waste and inefficiencies in everyday purchasing. As the barriers related to recycled products (i.e. price and quality) are reduced manufacturers can go to large scale producers, and make recycled products available Canada wide.

Following are examples of some of our purchasing practices:

- pricing for all classroom and copier paper is tendered for both virgin and recycled
- all packaging from major appliances is removed by the manufacturer for reuse
- methods for the recycling and resuing of toner cartridges are being tested

PAPER UPDATE

System Results for 1994 Paper Consumption
(each sheet or metre click on the photocopier)

PAPER TYPE	1991 USAGE	1992 USAGE	1993 USAGE	1994 USAGE
Bond & Bristol	879,350	627,050	714,000	506,900
Construction	902,850	461,100	384,000	511,600
Cutting & Drawing	648,600	711,100	710,000	723,000
Foolscap & Newsprint	3,647,400	2,079,500	2,244,000	2,426,000
Work & Refills	1,801,560	3,700,050	5,765,000	4,970,000
Tissue & Workbooks	4,290,000	5,574,024	6,280,500	5,901,000
Photocopier	46,014,000	41,454,746	39,853,397	36,196,479
TOTALS	**58,183,760**	**54,607,570**	**55,950,897**	**51,234,979**

RESULTS

Figures overall for 1994 show a decrease of 4,715,918 pieces of paper. This represents a decrease of 8.4%. A comparison to paper types in the previous year shows consumption decreases in workbooks, tissue and photocopier paper. The duplexing feature on all photocopy machines has helped to reduce our overall paper usage during 1994.

APPENDIX V

Programs and Community Links

Programs in 1994-95

Waste Management Operating Procedure:

1. An operating procedure has been developed to provide direction for all board employees. Responsibility designations and a summary of Provincial 3R Regulations outline the strategies necessary to comply. This document allows for dovetailing an operational task with essential programming, encouraging the need for continuous Environmental Education today and in the future.

2. School-based Waste Audits, Work Plan development and the Greening Process: Students and parents from the Westwood pilot will present an overview of the project and the resulting action.

3. Young Citizens for a Sustainable Future:

   This three day certificate program evolved from a joint organizational effort between McMaster University (The Environmental Health Advisory Committee and EcoWise Project), The Region of Hamilton-Wentworth, The Board of Education for the City of Hamilton, Hamilton-Wentworth Separate School Board, Wentworth County Board of Education, Hillfield Strathallan College, Hamilton District Chamber of Commerce, The Hamilton Region Conservation Authority and the Canadian Society of Enviropreneurs.

   Each Secondary School was invited to send two students (Grade 11-OAC) to take part in a unique 3-day interactive program (February 10, 20 and March 6, 1995) that targets three items:

   - Local Government Decision Making for a Sustainable Community (Feb. 10, 1995)
     - a role playing session in the Council Chambers at Hamilton City Hall where the student participants learn about the operations of local government. Potential issues to be dealt with on this occassion include the proposed Red Hill Valley Expressway or Perimeter Road, upstream land use and development impacts in the Harbour Watershed.

   - Indicators of Community Sustainability (Feb. 20, 1995)
     - participants were encouraged to consider the essential balance between environmental, economic and social concerns and the intricate web of inter-relationships between them.

   - Education for a Sustainable Future (March 6, 1995)
     - representatives from the community will participate in a discussion of their own careers and the need of their sector. The second part of the day will be devoted to the development of a general action plan for sustainability.

Program and Community Links

APPENDIX V (ii)

4. The G-7 Nations Conference

The G-7 Nations Conference will be held in April 1995 in Hamilton at McMaster University. Recommendations from the youth attending Young Citizens for a Sustainable Future will be written and submitted for tenative presentation time.

These recommendations will also appear in our new local periodical **Ecolutions** (Environmental Actions and Opportunities for a Better Hamilton-Wentworth region)

5. The Green Communities Initiative:

The Green Communities Initiative promotes the greening of Ontario by encouraging communities to increase energy and water efficiency, reduce waste and prevent pollution. The aim is to achieve results in all sectors – residential, commercial, industrial, institutional and educational – as well as in transportation.

A distinctive feature of this initiative is that it encourages community-wide action based on strategic planning. The M.O.E.E. provides funds for strategic planning and project implementation. A total of 1.2 million dollars was available to this community project with approximately 300,000 targeting education. The Hamilton Board of Education's interests were indicated in the proposal that was sent in November 1994 to access these funds. All partners in this project are currently waiting for the Provincial response.

6. Environmental Programs in Crooks Hollow (Christie)

Environmental Programs at our Crooks Hollow Environmental Centre continue to diversify stressing the importance of Ecosystem Dynamics, Global Education, Multi-culturalism and Native Perspective. (Appendix V – sample flyer provided)

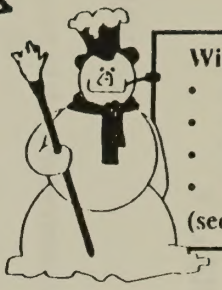
PLEASE POST

Earth Walks
(Hands-on Sensor Awareness)
Primary 1-3
- Snow Walk
  - Whiffs
  - Eye in the Sky
  - Secret Skeleons
- Snow Steps
- Song of Winter

BE PREPARED
- **Dress for cold, snowy, windy, even wet weather**
- **B.Y.O.M. (Bring Your Own Mug) for hot chocolate**
- **Garbageless Lunch**

A Walk Through Time
Grades 4 → up
- prehistory (geological time)
- Human existence in the expanse of time

Ecology Games & Simulations
Grade 4-9
- Food Webs & Energy Flow
- Project Wild Activities
- Toxins in the Food Chain
- Population Dynamics
- Habitat, adaptations, camouflage
- Predator-prey Relationships

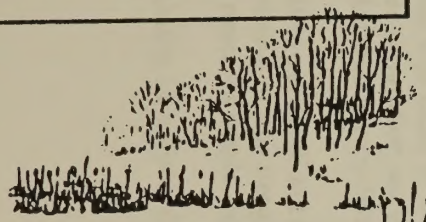


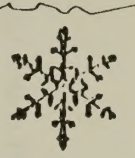
Winter Skills & Fun
- Cross-country Skiing
- Snowshoeing
- Tobogganing
- Fire-building

(see back of page)

Full Day WINTER

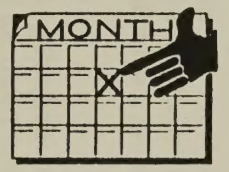
Call:
Jennie Barron @ 627-1453
Jeff Nichol @ 527-5092 Ext. 2292

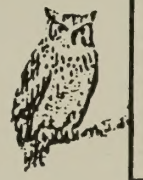




Programs in Crooks Hollow
(Christie)

that provide:
- free bus transportation
- assistance with program development & facilitation
- cook out or in (wood, utensils provided)





Initiative Tasks
& Co-operative Games
All ages
- Tug of Peace
- Trust Activities
- Inuit Games

The 2nd R (Reuse)
Grade 4 → up
- Pop Bottle Bird Feeders
- "Tree-free Paper

Language Arts
All ages
- Poetry Trail
- Poems for Two Voices
- Guided Imagery
- Story telling
- Creative writing

Exciting New Programs
Developed Around Eight Themes
Primary → OAC

Start Date Dec 1, 1994

Open Dates in 1994
Dec. 1, 5, 6, 7, 8, 12, 13, 14, 15
Jan., Feb., March 1995 – Program Continues

Global Education
Grade 4 → up
- weaving
- candle making
- batik (natural waxes, natural dyes)
- making bread (bannock)
- your ideas! Let's share them!!

APPENDIX VI

Update on Plant Department Initiatives

PAPER RECYCLING AND SOURCE SEPARATION

A. PROCESS

In support of the Environmental Action Plan academic staff and support staff have continued to work together to:

- create a positive educational experience for our students,
- an acceptable working relationship for all students and staff,
- to satisfy the growing requirements of current governing legislation (Ontario Ministry of Environment & Energy)

The Fine Paper and Corrugated Cardboard Recycling Program has continued on in order to reduce waste going to landfill and produce a supply of material for direct processing by a commercial recycling contractor. The collection of these materials has remained to be a part of the Board's Waste Pick-Up and Disposal Contract.

Meetings have been held with major solid waste disposal companies to discuss improved methods of waste handling, for recycling or disposal, to create further savings for the Board in future tenders for waste disposal contracts. The goal is to change over, as feasible, to a complete source separation program.

Preliminary discussions with the Wentworth County Board of Education and the Hamilton-Wentworth Roman Catholic Separate School Board to explore the possibility of tendering future waste disposal contracts as a consortium have been positive.

B. OUTCOME

The Fine Paper and Corrugated Cardboard Recycling Program was extended to include a total of 77 schools (63 elementary, 14 secondary) involving 34,561 students as planned.

During the period January to December 1994 the total amount collected was:

Fine Paper	35,910 lb.	91.7%
Corrugated Cardboard	2,540 lb.	6.5%
Waste	690 lb.	1.8%
TOTAL	39,140 lb.	100.0%

The amount of materials collected for recycling represents approximately 1.8% of the total waste created by the Board in 1994. The quality and quantity of materials recycled exceeded expectations. The success of this program must be attributed to the successful environmental education and dedication of all students and staff. However, the fact remains that most of our waste is still going to landfill. As the waste industry changes to better service source separation we believe we are ready to take advantage of these services and increase the percentage of waste that is recycled to close to 100%.

For the January to December 1994 period direct total revenues of $1080.00 were earned through the efforts of the students and staff participating in this program. In addition, savings of approximately $5400.00 were realized through the reduced need for waste disposal.

It is anticipated that the remaining 14 schools (13 Elementary/1 Secondary) will become participants in the program during 1995.

VI (ii)

Recycling Program for Waste Engine Oil

A. PROCESS

In support of the Environmental Action Plan academic staff and support staff entered into discussions regarding the recycling of waste engine produced by Transportation classes within the Board. The Regulated Substance Response Team Response Team staff with the assistance of academic staff have set up a program to ensure that the requirements of outside authorities having jurisdiction (Ontario Ministry of Environment and Energy and Environmental Protection Act) are satisfied.

The goals of the program included promotion of recycling of these materials to protect the health and safety of students and staff to protect the natural environment.

B. OUTCOME

The ability to coordinate the collection of these materials for recycling has reduced the cost for this service as well as making it easier for staff to complete this task.

♦ INTRODUCTION TO THE TRASH TALLY APPENDIX VII

The **Trash Tally** Handbook and video has been developed jointly by the Ontario Public School Boards' Association, under the lead of the Northumberland and Newcastle Board of Education, and with the Ontario Ministry of Environment and Energy, in an attempt to meet Ontario's waste reduction goal of at least 50% by the year 2000.

The **Trash Tally** employs a waste audit and work plan approach to achieve diversion. The work plan, using the information found in the waste audit employs the 3Rs of Reduction, Reuse and Recycling to maximize diversion from disposal.

The **Trash Tally** handbook and the accompanying video are intended to show schools how to carry out waste audits and assist with developing, implementing and monitoring waste reduction work plans. Waste audits and reduction work plans are one component of the Ministry of Environment and Energy's proposed 3Rs Regulations.

School Teams and Board offices should consult official copies of the 3Rs Regulations and guidelines to ensure compliance. At the time of printing of the **Trash Tally**, the 3Rs regulation was not passed into law, consequently official copies of the 3Rs Regulations and guidelines were not available.

The identification of waste materials generated in the schools is a vital first step towards waste reduction. Experience in thorough pilot testing by selected school boards has shown that the waste audit process developed in **The Trash Tally** is useful both as an operations and as a curriculum tool. Pilot test results have shown a substantial reduction in waste generated and waste going to landfill sites, and consequent cost reduction.

The **Trash Tally** handbook and the accompanying video are intended to facilitate effective in-school waste audits and assist with developing, implementing and monitoring waste reduction work plans. The **Trash Tally** can supplement the guidelines provided by the Ministry of Environment and Energy to be used in meeting the requirements of provincial regulations for School Board waste audits and work plans.

The intent of the Waste Audit Regulation [3Rs Regulation] is to help everyone maximize the diversion of materials from disposal (landfill). The Ministry of Environment and Energy encourages involvement in the process of waste audit and work plan development and implementation as part of the accomplishment of this goal.

URBAN/MUNICIPAL
CA4 ON HBL W26
M38
1995

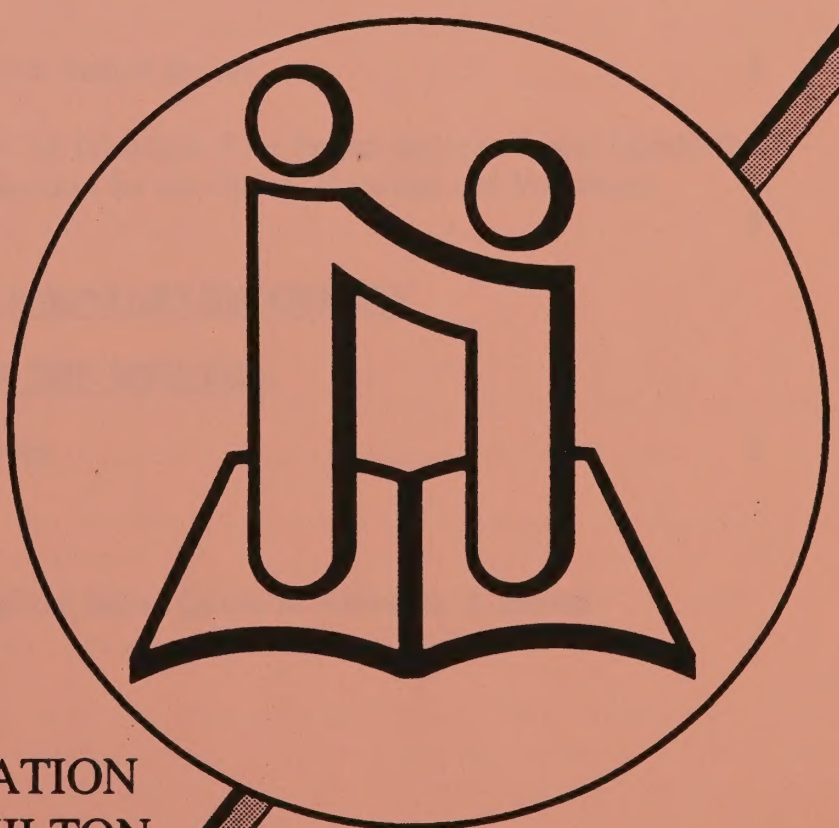
URBAN MUNICIPAL

APR 25 1995

GOVERNMENT DOCUMENTS

APRIL, 1995

PROGRAM COMMITTEE



THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

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PROGRAM COMMITTEE

1995 04 06

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G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

1. Implementation Plan for "Magnet" Programs and Courses 1

2. Verbal Report re Partnerships with Ministries of Community and Social Services and Health re Essential Services for Needy and High–Risk Students 1

3. Report on the Plan for the System–wide Implementation of Information Technologies 2

NEW BUSINESS:

1. Adult and Continuing Education Annual Report 2

2. Report on the Alternative Co–op Education Pilot Project between Amity Goodwill Industries, The Board of Education for the City of Hamilton and Vocational Rehabilitation Services 3

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re Native Studies Survey 3

NEW BUSINESS:

1. Presentation – Hamilton Regional Indian Centre re Native As A Second Language (N.S.L.) Program 4

MINUTES OF THE PROGRAM COMMITTEE
1995 04 06

Present: Trustees Bishop (Chairman), Gage, Johnstone, and Stewart.

Not Present: Trustees Hill, MacDonald and Patenaude.

Also Present: Trustees Cunningham, Johnston, Mulholland, Orban and Rogers.

Officials Present:
D. Goodridge (Director of Education and Secretary)
E. Bond (Superintendent of Program)
R. Binns (Superintendent of Human Resources)
P. Gillie (Superintendent – Administrative and Operational Services)
F. Cooke (Assistant Superintendent of Program)

Mrs. Bishop called the meeting to order, noting regrets were received from Trustees Hill, MacDonald and Patenaude. She then called for confirmation of the minutes.

Moved by Canon Rogers:

That the minutes of the regular meeting of 1995 03 02 be approved.

The members agreed to consider the following as the first three items of the Agenda: (a) Presentation – Hamilton Regional Indian Centre re Native As A Second Language (N.S.L.) Program **[See Page 4]**, (b) Report re Native Studies Survey **[See Page 3]** and (c) Report on the Alternative Co-op Education Pilot Project between Amity Goodwill Industries, The Board of Education for the City of Hamilton and Vocational Rehabilitation Services **[See Page 3]**.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Implementation Plan for "Magnet" Programs and Courses

Moved by Mr. Stewart:

That the Report regarding Implementation Plan for "Magnet" Programs and Courses be deferred to the May meeting of the Program Committee. **CARRIED**

Verbal Report re Partnerships with Ministries of Community and Social Services and Health re Essential Services for Needy and High-Risk Students

Miss Bond alluded to a symposium on "Maximizing Connections, Linking Schools and Community", a half-day session scheduled on 1995 05 09 [8:30 to 12:30] at the Education Centre. (See attached) **[Copies of flyer placed in Trustees' lockers, 1995 04 06]**

Miss Bond stated this initiative was planned relative to furthering community partnerships to expand current programs in order to meet the various needs of our students. She added that trustees will receive a formal invitation to this event shortly.

Moved by Ms. Orban:

That the verbal Report re Partnerships with Ministries of Community and Social Services and Health re Essential Services for Needy and High-Risk Students be received for information. **CARRIED**

Report on the Plan for the System-wide Implementation of Information Technologies

Miss Bond presented the Report.

Miss Bond clarified for Mr. Mulholland that the results of the recent budget deliberations will have implications on the planned amalgamation of the Board's library services.

Responding to Mr. Mulholland's further question, Ms. Gillie noted that streamlining Kit Services will focus on the operations rather than the physical relocation of the area to the Education Centre.

Moved by Dr. Johnston:

That the Report on the Plan for the System-Wide Implementation of Information Technologies be received for information and the following recommendation approved:

(a) That an Information Technologies Steering Committee composed of the Director, trustees, senior officials, school administrators, federation, parent and community representatives be established by May, 1995 to direct the system-wide implementation of information technologies and report back to the Program Committee by January, 1996.
CARRIED

NEW BUSINESS:

Adult and Continuing Education Annual Report

Miss Bond provided a brief overview and then called on Mesdames J. Morse, Principal of Adult and Continuing Education, and M. Middlemiss, Administrative Assistant - Adult and Continuing Education, who reviewed the Report.

After some discussion, there was agreement that the following areas relative to Adult and Continuing Education will require closer review:

.accommodation of the Adult and Continuing Education programs in resident schools

.Adult and Continuing Education programs which incur deficit and/or marginal profit for the Board.

."visas" adult students

.developing other "Dofasco"-type adult programs

.amalgamation of services relative to adult and continuing education among area school boards

Moved by Mr. Stewart:

That the Adult and Continuing Education 1994 Annual Report be received for information. **CARRIED**

Report on the Alternative Co-op Education Pilot Project between Amity Goodwill Industries, The Board of Education for the City of Hamilton and Vocational Rehabilitation Services

Miss Bond introduced Messrs. D. McIsaac, Principal of Parkview Secondary School and P. McDonald, Executive Director – Amity Goodwill Industries, who presented the Report.

Moved by Miss Cunningham:

That the Report on the Alternative Co-op Education Pilot Project, a joint pilot project between Amity Goodwill Industries, The Board of Education for the City of Hamilton and Vocational Rehabilitation Services, be received for information. **CARRIED**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Report re Native Studies Survey

Dr. Cooke reviewed the Report.

Moved by Canon Rogers:

That the Report re Native Studies Survey be received for information and the following recommendations approved:

(a) That an identification process be undertaken to determine the schools in which pilot programs will be located.

(b) That public information meetings be scheduled related to First Nations Language pilot programs.

(c) That a determination be made as to the availability of appropriate First Nations Language curriculum.

(d) That a determination be made as to the financial implications of the establishment of First Nations Language pilot programs.

As she would like to receive further update on the progress of this program, particularly the financial implications for the Board, it was

Moved in amendment by Miss Cunningham:

That a report be brought back to the Program Committee in May, 1995.

Trustees opposed to the amendment felt this could delay the implementation of the program in September.

Mr. Binns clarified for Mr. Gage that a survey could be done prior to September to determine if there are qualified Native Language teachers in our system.

The amendment was put to a vote and was **CARRIED**.

The motion, as amended, was put to a vote and was **CARRIED**.

NEW BUSINESS:

Presentation – Hamilton Regional Indian Centre re Native As A Second Language (N.S.L.) Program

Miss Bond introduced the presentors: Mr. Russ Blackbird and Ms. L. Staats, members of the Education Committee – Hamilton Regional Indian Centre.

Following the presentation, the members expressed concerns on the following:

.relevance of available Native Language curriculum materials in meeting the needs of the Native students

.long–term financial implications of the proposed Native Language programs for the Hamilton Board, particularly if government funding is reduced and/or discontinued

.selection of learning resources for Native Language programs

.accommodation of the program into our system

.teacher staffing implications of this program

The members agreed with Dr. Johnston's suggestion of expressing the Board's appreciation for the efforts of this group.

It was agreed:

That the Presentation from the Hamilton Regional Indian Centre regarding Native As A Second Language (N.S.L.) be referred to the officials.

The meeting then adjourned.

Read and confirmed,

_____

CHAIRMAN

rt

Att.

An Invitation to All Trustees

Please mark this date in your calendars

May 9, 1995
8:30 am - 12:30
The Education Centre

MAXIMIZING CONNECTIONS

Linking Schools and Community

An Action-Oriented Half-Day Session to:

- Identify practical steps that can be implemented now to link schools and community, to support students' social and interpersonal skills;
- Learn about services available to support students, that you can use;
- Expand on current activities to support safe and secure learning environment in our community

This half-day session is designed to provide you with opportunities to meet with principals, community partners and senior management to discuss how we can expand our present programs to meet the diverse needs of our students.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

More Information to Follow

URBAN/MUNICIPAL
CA4 ON HBL W26
M38
1995

URBAN MUNICIPAL

JUN 2 1995

GOVERNMENT DOCUMENTS

MAY 1995
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PROGRAM COMMITTEE

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

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PROGRAM COMMITTEE

1995 05 04

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BUSINESS ARISING OUT OF THE MINUTES:

1. Expanded Implementation of Specialized Programs and Courses in Specified Secondary Schools ("Magnet School" Policy) 1

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report on the Evaluation of the Pilot Student Health Centre at Sir Winston Churchill Secondary School 2

2. Verbal Report re Native Education (First Nations Language Pilot Programs) 3

3. Response from the Officials to the Presentation from the Hamilton Regional Indian Centre re Native As A Second Language (N.S.L.) Program 4

NEW BUSINESS:

1. Report on Technological Studies – requested by Trustee Stewart 4

2. Health Survey from St. Joseph's Community Health Centre 5

3. VE–Day 50th Anniversary Celebrations, 1995 05 08 5

MINUTES OF THE PROGRAM COMMITTEE
1995 05 04

Present: Trustees Bishop (Chairman), Gage, Hill, Johnstone and MacDonald.

Not Present: Trustees Patenaude and Stewart.

Also Present: Trustees Cunningham, Darby, Johnston, Korz, Mulholland and Rodgerson.

Officials Present:
D. Goodridge (Director of Education and Secretary)
E. Bond (Superintendent of Program)
P. Shewfelt (Superintendent of Finance and Treasurer)
R. Binns (Superintendent of Human Resources)
P. Gillie (Superintendent – Administrative and Operational Services)
N. Nicholls (Superintendent of Schools – Mountain)
M. Quinn (Superintendent of Schools – Lower City)
F. Cooke (Assistant Superintendent of Program)

Mrs. Bishop called the meeting to order, noting regrets were received from Trustees Patenaude, Rogers and Stewart. She then called for confirmation of the minutes.

Moved by Dr. Johnston:

That the minutes of the regular meetings of 1995 01 05 and 1995 04 06 be approved. **CARRIED**

In consideration of the presenters, it was

Moved by Mr. Mulholland:

That the Report on the Evaluation of the Pilot Student Health Centre at Sir Winston Churchill Secondary School be dealt as the first item of the Agenda. **Carried**

[See Page 2]

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Expanded Implementation of Specialized Programs and Courses in Specified Secondary Schools ("Magnet School" Policy)

At this point, Mr. Mulholland assumed the Chair to allow Mrs. Bishop to participate in the debate.

Mr. Goodridge presented the Report. A video showing then followed.

Moved by Mrs. Hill:

That the following recommendations in the Report on Expanded Implementation of Specialized Programs and Courses in Specified Secondary Schools ("Magnet School" Policy) be approved:

1. That the Report be received for information.

2. That the implementation plan for the Expanded Implementation of Specialized Programs and Courses in Specified Secondary Schools ("Magnet School" Policy) be approved.

3. That a final report with recommendations for implementation be brought to the Program Committee in the fall of 1995.

Expressing their concerns, the members agreed the following areas require closer consideration:

- timelines and implementation process for the program
- the impact of "magnet" schools on accommodation, student retention, Ontario Academic Credit (O.A.C.) courses and overall nature/organizational structure of secondary schools
- tracking mechanism for Hamilton graduates

In response to Mrs. Bishop's request, Miss Bond agreed to provide trustees with the criteria for schools offering the "magnet school" programming.

Moved in amendment by Mrs. Rodgerson:

That the timeline in Recommendation 3 be changed to September 1995.

When Mr. Goodridge advised that the principals requested some time for consultation relative to the implementation plan, Mrs. Rodgerson requested and was permitted to withdraw her amendment.

The following were suggested to keep the members abreast of developments relative to the "magnet schools" program:

- trustee representatives on the Steering Committee could provide regular updates to the other trustees
- all trustees be invited to the presentation by the Steering Committee to all principals in October, 1995

Miss Cunningham requested each recommendation be voted on separately.

Recommendation 1 was put to a vote and was **CARRIED**.
Recommendation 2 was put to a vote and was **CARRIED**.
Recommendation 3 was put to a vote and was **CARRIED**.

Mrs. Bishop resumed the Chair.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Report on the Evaluation of the Pilot Student Health Centre at Sir Winston Churchill Secondary School

Miss Bond provided an overview then called on the presenters: Mesdames E. Shuttleworth, Vice-Principal of Sir Winston Churchill School, L. Siracusa, Public Health Nurse – Public Health Services Department, and students involved with the project.

Moved by Dr. Johnston:

That the Report on the Evaluation of the Pilot Student Health Centre at Sir Winston Churchill Secondary School be received for information and the following recommendation approved:

(a) That the term "pilot" be removed and that the Student Health Centre be continued at Sir Winston Churchill Secondary School.

Ms. Siracusa clarified for Dr. Johnston that at this time the Public Health Services Department is not in a financial position to extend the program to other schools.

Suggestions for review/consideration relative to the health centre program were put forward as follows:

- reporting mechanism/measurable data (i.e. evaluation of the effectiveness of the program, concrete results, etc.)
- program costing to date
- dissemination of information (e.g. handouts/flyers) about the program to promote student awareness
- tracking of students utilizing the services offered
- implications for the Board of providing services to young persons, particularly minors, in the absence of parental consent, impact on Consent to Treatment Act

Moved in amendment by Mr. Korz:

That a report come back in two years to the Program Committee indicating the progress of the Student Health Centre at Sir Winston Churchill Secondary School.

Mr. Mulholland called the question and it was **Carried**.

The amendment was put to a vote and was **LOST**.

The motion was put to a vote and was **CARRIED**.

Verbal Report re Native Education (First Nations Language Pilot Programs)

The members received the following update regarding Native Education:

- Dr. Cooke affirmed the availability of curriculum materials, noting the costs involved in purchasing some of these materials.

- Mr. Binns advised that a preliminary list of about 22 certified Native Education teachers in the area has been developed. If the Hamilton Board requires Native Education teachers, Mr. Binns indicated that teachers on staff, as well as the recently laid-off teachers, will be surveyed first for Native Education qualification prior to considering the 22 teachers on the list.

▪Mr. J. Paterson, Senior Accounting Analyst, detailed the financial implications of Native Education [for September 1995/based on 30 students]: $32,000 for salaries and wages, $2,000 teaching cost for a total cost of $34,000. Total funding from the Ministry of Education and Training is $9,000, resulting in $25,000 unrecovered costs.

▪Mr. Quinn spoke on his preliminary investigation relative to accommodation for the program, drawing attention to 3 clusters of Native student population in the lower City.

It was agreed:

That the verbal Report re Native Education (First Nations Language Pilot Programs) be received for information.

Response from the Officials to the Presentation from the Hamilton Regional Indian Centre re Native As A Second Language (N.S.L.) Program

Dr. Cooke advised that a written report will be presented to the June, 1995 meeting of this Committee.

NEW BUSINESS:

Report on Technological Studies – requested by Trustee Stewart

Mr. P. Scordino, Technological Education Co–ordinator, presented a written Report (**see attached**).

Mr. Binns affirmed a major problem has developed as a result of the termination of 13 Technological Education teachers due to budget restraint and the forthcoming retirement of a few of these teachers.

Ms. H. Sims, Staffing Co–ordinator, gave a brief update on the teaching lines and staffing relative to Technological Education. She advised of an ongoing investigation to determine if there are qualified and willing teachers to teach Technological Education courses.

Stating Senior Management has not made any recommendation at this time, Mr. Binns indicated that a possible solution is to hold and make these teachers "out of order" of the seniority list.

In light of the members' concerns, particularly the implications for staffing and the Collective Agreement, it was

Moved by Miss Cunningham:

That the Report re The Future of Technological Education in Hamilton be referred to the May meeting of the Personnel and Organization Committee for consideration. **CARRIED**

Health Survey from St. Joseph's Community Health Centre

Miss Cunningham drew the members' attention to a health survey distributed in some Hamilton schools.

As the item was not on the Agenda, the Chairman requested and obtained the required two-thirds majority vote to consider it.

Ms. S. Green-Gibson, Co-ordinator of Guidance and Physical and Health Education/Athletics, advised that the survey which originated from St. Joseph's Community Health Centre focused on gap analysis on sexually transmitted diseases (including the HIV/AIDS virus) among young people. Stating the survey could involve one or two Hamilton schools, Ms. Green-Gibson assured that the respective Ward trustees will be advised of the details of the survey.

Ms. Green-Gibson briefly updated the members on her discussion with the Centre's doctor representative, emphasizing that the Hamilton Board has agreed to a voluntary student participation with a written parental consent and complete anonymity/confidentiality of the responses.

Miss Bond advised that normal practice is all system surveys require Board approval; surveys involving a few schools are cleared through Senior Management.

It was suggested that the AIDS Policy Committee be advised of future health surveys involving our system.

It was agreed:

That the verbal update re a health survey from St. Joseph's Community Health Centre be received for information.

VE-Day 50th Anniversary Celebrations, 1995 05 08

Noting this was not an Agenda item, the Chairman requested and received the two-thirds majority vote to consider it.

Responding to Dr. Johnston, Miss Bond advised that an information package regarding this event has been distributed to all schools, through the efforts of Mr. T. Ducarme, Co-ordinator of History/Geography.

At this point, Miss Bond reminded the members about the workshop on **"Maximizing Connections: Linking Schools and Community"** scheduled for Tuesday, 1995 05 09 at the Education Centre.

The meeting then adjourned.

Read and confirmed,

_____

CHAIRMAN

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Att.

REPORT TO SENIOR MANAGEMENT AND TRUSTEES

Date: May 4, 1995

To: Mr. Bob Stewart, Chairman of the Board of Education

From: Phil Scordino, Technological Education Co-ordinator

Report: Information

Re: THE FUTURE OF TECHNOLOGICAL EDUCATION IN HAMILTON

Background: ***Chronology of Technological Education in Hamilton (1986 to present):***

1. Curriculum Development:

- Hamilton has been one of the Provincial leaders in curriculum development. In 1987- 88 Hamilton teachers spearheaded the development of the new Broad-Based Technology curriculum documents in Manufacturing and Communications for the Province. We were subsequently rewarded with an $850,000. "Prototype Fund" to purchase equipment and set up these new programs in 4 schools. These pilot schools hosted over 200 visitors from all over the province.

- Students in these programs became ambassadors for Hamilton as visitors queried them on our new programs, and at the same time were able to demonstrate their newly acquired skills. Our students became leaders and learners along with the teachers as they worked together to develop these new programs and to install and setup new equipment.

- From Provincial guidelines we developed 2nd and 3rd generation documents for teacher use. Hamilton became well known for these documents and sold many copies to numerous Boards in the Province and to Brock University. These documents had a huge influence on Technological Education in the province and our teachers made presentations at many provincial conferences.

2. Hamilton Technological Up-Grade Funding:

- This initiative was passed by the board of education in 1986 and ran for 5 years with a total expenditure of $ 1.4 million dollars. This fund enabled schools to up-date their equipment, introduce computers and high-tech equipment and provided teacher in-service on the latest equipment.

3. Technological Showcase:

- In 1987 and again in 1990 Hamilton developed and hosted the very successful "Technological Showcase" at the Hamilton Convention Centre. These two showcases permitted students to demonstrate various activities related to the new programs, demonstrate newly acquired technological skills, and to demonstrate teamwork skills as many students had to work together to set-up the showcase activities. These showcases also enabled our schools and students to develop community linkages and to get involvement from local businesses and industry.

4. Technological Education Program and Equipment Renewal Funding:

- This initiative of the Provincial government started in 1990-91 and ran until 1994-95. The Provincial fund provided all school boards with the opportunity to purchase new equipment, provide in-service for teachers, and to introduce new Broad-Based Technology programs.

- Hamilton became one of the few boards in Ontario to receive funding for every secondary school in our system. Our board supported the secondary school plans for program renewal with resources (books/videos/software), renovations in the amount of $ 50,000. per school, and the seed money required to access the Renewal funds. All schools were able to receive community donations of approximately $12,500. per school.

- During the initial stages of the Provincial Funding Program, Hamilton schools were models for many provincial visitors.

- Most schools are now at the implementation stage of changing from traditional subject-specific programs to the Broad-Based Technology programs. Students have benefited most from these programs since they were able to develop new skills such as life-long learning and employability skills, computer skills, high-tech equipment skills, critical thinking skills, and student-centred learning became the focus, not the teacher.

- From 1987 to 1994 Hamilton received a great deal of funding to initiate new programs which necessitated the hiring of approximately 70 - 75 new teachers (due to retirements and expansion of program), giving us one of the youngest and most dynamic Technological Education staff in the Province.

5. School-based Programming:

- Starting in 1988 the Technological Studies Heads and the Co-ordinator worked in conjunction with the Superintendent of Program to develop long-range school plans.

- It was concluded that school-based programming was the best for the Hamilton system, and this led to the development of the "Future Tech" document, and it's inclusion in the Secondary School Study Report.

- The philosophy outlined in Future Tech provided the opportunity for good technological programs in all schools. This resulted in Hamilton being ahead of our time, receiving funding for all schools, and most importantly, allowed Hamilton schools to start integration of subjects as proposed by the Ministry of Education and Training in the Common Curriculum and Broad-Based Technology documents.

- Integration of Technological Education with General Studies is starting to occur in many schools, mainly due to the initiative of the Technological Education staff. School-based programming has also provided the opportunity for program development which meets the needs of the school and it's community.

Areas of strength

1. Enrollment: (See enrollment chart attached)

- Technological Education enrollment is approx. 40 - 60 % of overall student population in a school. eg. Delta in 1989 had 363 students enrolled in Technological Studies (pre-Services programs), and by 1993 this had increased to 1230 students (post-Services programs) - these included Cosmetology, Food Services (4 Areas), Home Nursing and Child Care, and Communications programs.

- Between 1988 and 1993, there was an increase of approx. 43% in Technological Education programs across the system which could be attributed to new initiatives, (Prototype Funding, Hamilton Upgrade Funding, Technological Education Renewal Funding, and introduction of the Broad-Based Technologies), excellent curriculum development and the infusion of new teachers.

2. Programs:

- Women in Technology programs are very active in many schools in the areas of Transportation, Construction, Interior Design, Communications, and the Services courses. These programs have been very successful and approximately 25% of all Technological Studies students are now female.

- The Dental Assistant and Health Care Aide Certificate Programs are unique to Hamilton and provide a co-operative education learning environment for the students. Most students in these programs are employed immediately upon graduation. Enrollment in both programs is usually over subscribed.

- The S.S.W.A.P. program in Cosmetology is active in three schools and is also an over-subscribed program. It attracts many students, provides a co-operative education component and the opportunity for immediate employment for many students upon graduation.

- Communications, Construction and Transportation programs continue to be the largest drawing cards for students in Technological Studies in all secondary schools. Enrollment continues to increase in most programs.

3. Staff:

- Hamilton has many young and dynamic Technological Education teachers that provide students with some of the finest program instruction in the province. Their concern with student learning, safety and well being is a model for other school boards.

4. Program Initiatives:

- The Common Curriculum indicates a strong emphasis on Technological Education for all students. The document specifies 47 learning outcomes for each of grades 3, 6, and 9 in Math., Science, and Technology. Of the 47 outcomes in grade 9 alone, there are 26 directly related to Technological Education, and in the Arts, Languages, and Personal and Social Science areas, Technological Education has applications in over 30 outcomes.

- The Ministry of Education and Training document for Broad-Based Technologies, outlines the program of studies which is to be implemented by Sept. 1995, and has been part of most Hamilton school long-range plans for Technological Education since 1990. The Technological Studies Heads will need support to develop an action plan to assist schools with the implementation of this important initiative.

Program Initiatives: (cont'd)

- At the Middle school level, Technological Education programs were undergoing a restructuring from the traditional Industrial Arts programs to the Design and Technology programs. In several Middle schools this provided major renovations to enhance the program shift to Design and Technology including computer technology and related equipment.
  Design and Technology programs are an important component of the Middle school program and provide many students with a variety of transferable skills which are carried with them throughout their educational and life experiences.
  The Design and Technology programs also act as an important transition link for students entering the Technological Education programs at the high school level.

Concerns:

- As of April 1995, 13 Technological Education teachers have received letters of termination, in addition another 3 teachers have confirmed their intent to retire, (and possibly an additional 2 more teachers), bringing the total technological teacher loss to 16! All these teachers have advanced level certification and cannot be replaced with unqualified teachers for the specialization years programs.
  Does this equate to closing programs?
  For example there is a shortage of qualified Transportation teachers in the province, thus if we lose any Transportation teachers they will be hired immediately and some of our most attractive programs may close and never re-open!

- Highly specialized programs such as the Dental Assistant and the Health Care Aide Certificate programs provide students that meet the employment needs of the community. **These specialty programs could be impacted by the teacher terminations!**

- Where many boards are holding on to their Technological Education teachers or hiring new ones, **we are terminating the positions of many of our young Technological Education teachers!**

- The Separate School Boards including Hamilton-Wentworth are expanding their Technological Education programs, where we may be shrinking ours. The Separate Boards now have the equipment and the buildings, however we still have the programs, curriculum, expertise and good Basic and General level programs plus many Services programs. The potential exists now to lose many of our general and basic level students to the Separate Board, and this could negatively affect the many excellent Technological Studies programs in our system.

Concerns: (cont'd)

- **If programs are cut, then the potential also exists for an increase in the drop-out rate, and for a decrease in grant money! This will also have an impact on General studies programs since every Technical student also take 3 Academic courses per semester.**

- With the implementation of the Common Curriculum there is a stronger emphasis on Technological Education for all students. However, many schools have reduced the number of hours allocated to Technological Education at the grade 9 level and at the Middle school level, and in some cases the program is optional! This reduction from full credit, 110 hour grade 9 programs to anywhere from 36 hours to 47 hours, will make it very difficult for teachers and students to meet all the outcomes indicated in the Common Curriculum, which must be fully implemented by 1996. **We are concerned that the number of hours of instruction will adversely affect program delivery, de-emphasizes the importance of Technological Education indicated in the Common Curriculum and the future viability of the programs!**

- At the Middle school level, the removal of funding for Design and Technology at the grade 6 level, and the potential elimination of D&T programs from some schools has left many teachers concerned about their future. The Middle school teachers also share the same concern as Secondary teachers in that with the reduced time allotment for D&T, it will be very difficult to meet all the outcomes as indicated in the Common Curriculum.

- Student safety has always been a concern for both Middle school and Secondary school teachers. With the increase in class sizes that have been occurring recently, this has become an even greater concern, **especially when class size exceeds 20 students!**

Concluding Statement:

- The importance of Technological Education competence for all students was realized in the late 1980's. Technological Education Renewal funding provided the impetus to change the emphasis of the senior division (grades 10 -12) programs from very subject and trade specific to being more "generic" in nature and more relevant to all students.

- Now in the 1990's the Common Curriculum(1995 version) goes further and emphasizes Technological Education for all students up to the end of grade 9. Hamilton must strive to provide this and the best overall education for it's students. The potential loss of Hamilton's Technological Education leadership in the province especially in a city which is so rich in it's Manufacturing, Communications and Services based industries, makes this all the more important.

- Presently the technological education programs in Hamilton can provide students with the skills necessary to meet the "Employability Skills Profile" published by the Conference Board of Canada, and can prepare students to meet the Global Community challenge, plus give them life-long skills.

Why Students take Technological Education Courses:
- to develop and acquire the following:

- **Life-long skills**
- **Team-work skills**
- **Problem-solving skills**
- **Critical thinking skills**
- **Computer skills**
- **Transferable skills**
- **Communication skills**
- **Technological skills**
- **Collaborative skills**

Technological Education Enrollment
1988 - 1994
Composite Secondary

	Sept.'88	Sept.'89	Sept.'90	Sept.'91	Sept.'92	Sept.'93	Sept. '94	
BARTON	578	606	540	564	663	764	749	
CHURCHILL	409	508	556	673	514	539	594	
DELTA	366	363	830	857	1015	1230	1002	
GLENDALE	460	482	414	563	634	556	538	
HILL PARK	540	556	612	697	690	874	830	
MACNAB	538	556	447	591	495	502	712	
MACDONALD	447	537	560	659	670	638	557	
SCOTT PARK	310	330	445	538	630	688	658	
SHERWOOD	523	640	699	769	737	580	669	
VANIER	166	175	146	134	184	180	188	
WESTDALE	382	416	479	544	610	596	452	
WESTMOUNT	481	479	326	279	288	299	330	
TOTAL	**5200**	**5648**	**6054**	**6868**	**7130**	**7446**	**7279**	

INCREASE FROM 1988 TO 1993: + 2246 or + 43.19 %
INCREASE FROM 1988 TO 1994: + 2079 or + 39.98%
[Decrease Of 167 Students From 1993-94 (- 2.29%)]

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PROGRAM COMMITTEE

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

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MINUTES OF THE PROGRAM COMMITTEE
1995 06 01

Present: Trustees Bishop (Chairman), Gage, Hill, Johnstone, MacDonald and Stewart.

Not Present: Trustee Patenaude.

Also Present: Trustees Cunningham, Hicks, Johnston, Mulholland, Orban and Rodgerson.

Officials Present:
D. Goodridge (Director of Education and Secretary)
E. Bond (Superintendent of Program)
R. Binns (Superintendent of Human Resources)
P. Gillie (Superintendent – Administrative and Operational Services)
N. Nicholls (Superintendent of Schools – Mountain)
F. Cooke (Assistant Superintendent of Program)

Mrs. Bishop called the meeting to order, noting regrets were received from Trustee Patenaude. She then called for confirmation of the minutes.

Moved by Mrs. Hill:

That the minutes of the regular meeting of 1995 05 04 be approved. **CARRIED**

In consideration of the presenters,

It was agreed:

That the Report re Buchanan Park School – "Canada Box" Assembly be dealt with as the first item of the Agenda. **[See Page 1]**

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Update re "Athletes Helping Athletes" Program

As Mrs. Nicholls advised there was no significant development on this project to date, the members agreed that a future report be presented when appropriate.

Review of the Implementation of School-Wide Writing Programs in Secondary Schools

Miss Bond provided an overview and then called on Mr. B. Manson, Co-ordinator of English/Secondary School Drama, who reviewed the Report.

Moved by Mr. Gage:

That the Report on the Review of the Implementation of School-Wide Writing Programs in Secondary Schools be received for information. **CARRIED**

NEW BUSINESS:

Report re Buchanan Park School – "Canada Box" Assembly

Mrs. Nicholls introduced the following presenters who provided insights about this exciting project at Buchanan Park School: Marguerite Babcock, Principal; Dawn Martens and Connie McKnight, teachers; Jennifer Dawson

and Lloyd Vermeer, students. A video showing was part of the presentation.

On behalf of the members, Mrs. Bishop commended the interesting presentation.

It was agreed:

That the Report re Buchanan Park School – "Canada Box" Assembly be received for information.

Tri-Board Violence Prevention Project – Annual Update R.S.V.P. (Response by Schools to Violence Prevention)

Miss Bond called on Ms. K. Hibbins, Co-ordinator of Family Studies, who presented the Report.

Moved by Mrs. Hill:

That the Report re Tri-Board Violence Prevention Project – Annual Update R.S.V.P. (Response by Schools to Violence Prevention) be received for information and the following recommendation approved:

(a) That the future Tri-Board R.S.V.P. Project Updates be included as part of the Safe School Annual Report.

CARRIED

Report re Textbook and Learning Material Approval as per Circular 14

Miss Bond presented the Report.

Moved by Dr. Johnston:

That the Report re Textbook and Learning Material Approval as per Circular 14 be received for information and the following recommendation approved:

(a) That the names of the texts and learning materials as listed be approved for use in elementary and secondary schools and be added to the existing list of texts and learning materials previously approved by the Board of Education for the City of Hamilton.

CARRIED

Verbal Report re Future Delivery of Adult and Continuing Education

Miss Bond alluded to an overall review of this program, particularly the restructuring and streamlining of administrative functions and processes. She referred to an emphasis on the marketing aspect of the program, noting the collaboration between the Principal of Adult and Continuing Education and the Public Relations Officer in this regard. Miss Bond advised that a written status report regarding future plans for the Adult and Continuing Education program will be placed in the Trustees' lockers by next week.

Mrs. Johnstone encouraged the Hamilton Board to actively tap the volunteer resources available to this program.

Moved by Ms. Orban:

That the verbal Report re Future Delivery of Adult and Continuing Education be received for information. **CARRIED**

Validation Process – Ministry of Education and Training

- Draft Regulation 305 (Identification and Placement of Exceptional Pupils)
- Draft Categories of Exceptionalities and Definitions

Miss Bond discussed briefly the validation process for these documents, noting the meetings with the Principals (1995 06 06 at Crestwood School) and Special Education Advisory Committee members (S.E.A.C. 1995 06 07 special meeting at the Education Centre) to review the documents.

It was clarified for Mrs. Hill that trustees who would be unable to attend these meetings could fill out the response sheet and submit this to the Program Services Department (c/o Dr. J. Tomlinson, Co-ordinator of Special Education).

At this point, Miss Bond reminded the members of the **special meeting of the Program Committee scheduled for Monday, 1995 06 12 [immediately following the regular meeting of the Personnel and Organization Committee]** where the Report of the Special Education Advisory Committee regarding its recommendations for submission to the Ministry of Education and Training will be considered.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Response from the Officials to the Presentation from the Hamilton Regional Indian Centre re Native As A Second Language (N.S.L.) Program

In reviewing the Report, Dr. Cooke alluded to and distributed an information sheet on "Financial Implications – N.S.L.". [**See attached**]

Moved by Dr. Johnston:

That the Response from the Officials to the Presentation from the Hamilton Regional Indian Centre re Native As A Second Language (N.S.L.) Program be received for information and the following recommendation approved:

(a) That pilot junior division N.S.L. programs be established at two of the following schools: Centennial, Dr. J. Edgar Davey, Prince of Wales or Sanford Avenue schools, subject to confirmation that 15 or more parents/guardians request that their children be enroled.

Trustees supporting the recommendation expressed the following:

- Noting a large portion of the Native population has expressed interest on the program, this could be an opportune time for the Board to reach out and address the needs of the Native community.

- Having a Native Education program would enhance the Hamilton Board's competitive position among other school boards in the area. Emphasis was given on the "income-generating" potential of this program.

Expressing their concerns, members opposed to the recommendation felt the following areas require closer consideration:

- Clarification of the grant structure (particularly the start–up funding) and the implications of a Native Language program to the other language courses in the curriculum, e.g. French.

- The long–term financial implications of the program.

- Teacher staffing/remuneration and the ramifications of hiring new Native Education teachers in light of the recent terminations (due to budgetary restraint) of permanent teachers in our system.

- The potential changes to the Ministry's directions for funding non–mandated programs.

When Dr. Johnston did not accept his offer of a friendly amendment to the motion on the floor, it was

Moved in amendment by Mr. Gage:

That the phrase "at no additional cost to the Board" be added to the recommendation. **LOST**

Moved in amendment by Dr. Johnston:

That the following clause be added to the recommendation:

(b) That an evaluation of the program be presented to the Board by May, 1996.

Responding to Ms. Orban, Miss Bond affirmed that an evaluation process is incorporated in the implementation process for every pilot program in the system.

The amendment was put to a vote and was **LOST**.

The motion was put to a vote and was **CARRIED**.

NEW BUSINESS:

Report re Implementation of Growing Into Language – Update

Miss Bond gave an overview and then called on Ms. M. Tyczynski, Formative Years Co–ordinator, who reviewed the Report.

Responding to Mrs. Rodgerson, Ms. Tyczynski outlined the progress and remedial steps undertaken in addressing the concerns identified relative to the implementation of the Growing into Language curriculum. Miss Bond referred to a variety of strategies and resources available, particularly for students with reading difficulties.

Moved by Mrs. Hill:

That the update on the implementation of Growing Into Language be received for information. **CARRIED**

Report re System and School Summaries of Grade 3 and Grade 6 Students' Results on the Canadian Achievement Tests (2nd edition, 1994-95)

Miss Bond introduced the Report and then called on Ms. C. Kidd, Research Analyst, who discussed the salient details of the Report.

Several trustees commended the schools with impressive test results.

Moved by Ms. Orban:

That the Report re the System and School Summaries of Grade 3 and Grade 6 Students' Results on the Canadian Achievement Tests (2nd edition, 1994-95) be received for information. **CARRIED**

Miss Bond referred to a draft copy of the "Report Card" newsletter being developed in collaboration with the Public Relations Officer to facilitate the communication of the test results throughout the system and the community.

Correspondence from the Regional Municipality of Hamilton-Wentworth re "Young Citizens for a Sustainable Future" Program (Referred at the 1995 05 18 Board)

Moved by Mr. Mulholland:

That the Correspondence from the Regional Municipality of Hamilton-Wentworth re "Young Citizens for a Sustainable Future" Program be referred to the Superintendent sponsoring the Board's Environmental Policy. **CARRIED**

Report of the Special Education Advisory Committee

Moved by Mr. Mulholland:

That the following Report of the Special Education Advisory Committee be approved:

(a) That the Twelfth Annual Review (1994-1995) - Provision of Special Education Programs and Services, as amended, be approved for submission to the Minister of Education and Training.
CARRIED

The meeting then adjourned.

Read and confirmed.

_____

CHAIRMAN

rt

Att.

Financial Implications - NSL

I have received a few inquiries from trustees related to the financial information included in appendix III. Let me offer a few comments for clarification.

Teaching Assignment(s):

A 1.0 FTE teacher in an NSL elementary assignment would deliver instruction to 6 classes.

Possible NSL assignments depending on enrollment might be as follows:

1 teacher, teaching 1 NSL class = .15 FTE
1 teacher, teaching 2 NSL classes = .30 FTE
2 teachers, teaching 2 NSL classes in the same or different school = .60 FTE

e.g. Sanford Avenue 2 classes + Prince of Wales 2 classes

Salaries and Benefits:

The salaries indicated in the chart (appendix III) represent the range that exists in the elementary collective agreement. The actual salary / salaries and benefits that would be paid to the teacher(s) of NSL would depend on their years of experience and category placement.

A review of the list of available certified NSL teachers would seem to indicate that the salary / salaries that we would pay would be at the lower end of the grid.

Assuming that the teacher(s) assigned to NSL classes are placed in category A/0, the salaries and benefits paid would be as follows:

1 class,	.15 FTE	= $4,619
2 classes,	.30 FTE	= $9,237
4 classes,	.60 FTE	= $18,474

Supplies:

The note on supplies is self explanatory, with an estimated cost of $10 per student. Therefore, the costs per year will range between a minimum of $150 for 1 class of 15 students to $1,200 for 4 classes with a total enrollment of 120 students.

Start Up Grant:

The start up grant is $200 per student. Therefore, the Board would receive a minimum of $3,000 for 1 class of 15 students to $24,000 for 4 classes with a total enrollment of 120 students.

Eligible Sum of the GLG - Net of Local Share:

The amount of $4,680 that is included in the chart in appendix III is based on a calculation of 30 students. Therefore, the grants received might be the following:

15 students =	$2,340.
30 students =	$4,680.
60 students =	$9,360.
120 student =	$18,720.

Travel Allowance:

This would only be paid to a teacher traveling between schools at a time other than over the lunch period.

POSSIBLE SCENARIOS:

	NSL Teacher, Category A/0 1 class of 15 students		NSL Teacher, Category A/0 a class of 30 students	
Salary + Benefits	$4,619		$4,619	
Supplies	$150		$300	
Start Up Grant		$3,000		$6,000
Eligible Sum GLG - local share		$2,340		$4,680
Totals	$4,769	$5,340	$4,919	$10,680

The salary calculation would change if the teacher(s) assigned to NSL were placed in a category other than A and / or had more than 0 years experience.

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GOVERNMENT DOCUMENTS

MINUTES OF THE SPECIAL MEETING OF THE PROGRAM COMMITTEE 1995 06 12

Present: Trustees Bishop (Chairman), Hill, MacDonald and Stewart.

Not Present: Trustees Gage, Johnstone and Patenaude.

Officials Present: D. Goodridge (Director of Education and Secretary)
E. Bond (Superintendent of Program)

Mrs. Bishop called the meeting to order and noted regrets for not attending were received from Trustee Johnstone.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Report re Response to the Draft Regulation 305, Identification and Placement of Exceptional Pupils (Response Guide) and Categories of Exceptionalities and Definitions (A Validation Paper)

Moved by Mrs. Hill:

That the Response to the Draft Regulation 305, Identification and Placement of Exceptional Pupils (Response Guide) and Categories of Exceptionalities and Definitions (A Validation Paper) be received for information and forwarded to the Ministry of Education and Training. **CARRIED**

On behalf of the members, Mrs. Bishop thanked and acknowledged the efforts of Dr. J. Tomlinson, Supervisor – Special Education, and all those involved in the development of the response document.

The meeting then adjourned.

Read and confirmed,

_____
CHAIRMAN

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MINUTES OF THE SPECIAL MEETING OF THE PROGRAM COMMITTEE
1995 07 04

Present: Trustees Stewart (Chairman Pro Tem), Gage, Hill, Johnstone, MacDonald and Patenaude.

Not Present: Trustee Bishop.

Also Present: Trustees Cunningham, Johnston, Mulholland, Orban, Paquin and Rogers.

Officials Present: D. Goodridge (Director of Education and Secretary)
E. Bond (Superintendent of Program)
P. Shewfelt (Superintendent of Finance and Treasurer)

Mr. Goodridge called the meeting to order. Advising that Mrs. Bishop was not able to be here, Mr. Goodridge asked for nominations for Chairman Pro Tem.

Moved by Mrs. Hill:

That Mr. Stewart be Chairman Pro Tem. **Carried**

Mr. Stewart assumed the Chair and noted regrets were received from Trustees Bishop, Darby, Desmarais, Hicks, Korz, Lowe and Rodgerson. He then called on Miss Bond to introduce the presenters.

Report re Pilot Program: Adult and Continuing Education

Miss Bond provided a brief overview and then called on Mesdames J. Morse, Principal of Adult and Continuing Education, and M. Middlemiss, Administrative Assistant – Adult and Continuing Education, who detailed the Report.

Moved by Mrs. Hill:

That the Report re Pilot Program: Adult and Continuing Education be received for information and the following recommendations approved:

(a) That this pilot (Credit Acceleration Program [CAP] and ACCESS Program) begin in September 1995 with appropriate advertisement.

(b) That all teachers for these programs be hired for one semester at a time with extension for second semester contingent on adequate enrolment.

Several trustees spoke in support of the recommendations.

Responding to concerns, Miss Bond assured the members that the Board will only offer this program on a cost recoverable basis.

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MINUTES OF THE SPECIAL MEETING OF THE PROGRAM COMMITTEE
1995 07 04

Present: Trustees Stewart (Chairman Pro Tem), Gage, Hill, Johnstone, MacDonald and Patenaude.

Not Present: Trustee Bishop.

Also Present: Trustees Cunningham, Johnston, Mulholland, Orban, Paquin and Rogers.

Officials Present: D. Goodridge (Director of Education and Secretary)
E. Bond (Superintendent of Program)
P. Shewfelt (Superintendent of Finance and Treasurer)

Mr. Goodridge called the meeting to order. Advising that Mrs. Bishop was not able to be here, Mr. Goodridge asked for nominations for Chairman Pro Tem.

Moved by Mrs. Hill:

That Mr. Stewart be Chairman Pro Tem. **Carried**

Mr. Stewart assumed the Chair and noted regrets were received from Trustees Bishop, Darby, Desmarais, Hicks, Korz, Lowe and Rodgerson. He then called on Miss Bond to introduce the presenters.

Report re Pilot Program: Adult and Continuing Education

Miss Bond provided a brief overview and then called on Mesdames J. Morse, Principal of Adult and Continuing Education, and M. Middlemiss, Administrative Assistant – Adult and Continuing Education, who detailed the Report.

Moved by Mrs. Hill:

That the Report re Pilot Program: Adult and Continuing Education be received for information and the following recommendations approved:

(a) That this pilot (Credit Acceleration Program [CAP] and ACCESS Program) begin in September 1995 with appropriate advertisement.

(b) That all teachers for these programs be hired for one semester at a time with extension for second semester contingent on adequate enrolment.

Several trustees spoke in support of the recommendations.

Responding to concerns, Miss Bond assured the members that the Board will only offer this program on a cost recoverable basis.

Canon Rogers encouraged staff to actively seek the support of appropriate community agencies for this new program.

The motion was put to a vote and was **CARRIED**.

The meeting then adjourned.

Read and confirmed,

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CHAIRMAN

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MINUTES OF THE PROGRAM COMMITTEE
1995 10 12

Present: Trustees Bishop (Chairman), Gage, Hill, Johnstone, MacDonald and Stewart.

Not Present: Trustee Patenaude.

Also Present: Trustees Cunningham, Johnston and Orban.

Officials Present:
P. Shewfelt (Secretary Pro Tem and Superintendent of Financial Services and Treasurer)
E. Bond (Superintendent of Program)
P. Gillie (Superintendent – Administrative and Operational Services)
F. Cooke (Assistant Superintendent of Program)
M. Matier (Assistant Superintendent of Schools – Mountain)
S. Thompson (Assistant Superintendent of Schools – Lower City)

[**Note:** In Mr. Goodridge's absence, Mr. Shewfelt was elected Secretary Pro Tem for this evening's meetings (Personnel and Organization and Program Committees).]

Mrs. Bishop called the meeting to order, noting regrets for not attending were received from Trustee Patenaude. She then asked for confirmation of the minutes.

Moved by Mrs. Hill:

That the minutes of the regular meeting of 1995 06 01 and special meetings of 1995 06 12 and 1995 07 04 be approved. **CARRIED**

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Verbal Update re Program Team Leaders – Requested by Trustee Bishop

Miss Bond distributed and reviewed an information sheet regarding "Program Services, 1995–1996" [see attached].

It was agreed:

That the verbal Update regarding Program Team Leaders be received for information.

NEW BUSINESS:

Co-Operative Education Review – Verbal Update on Actions

Miss Bond apprised the members on the actions taken relative to the recommendations from a recent Co–operative Education Review, providing emphasis on four specific areas: (a) ownership by subject teachers, (b) on–site visitation, (c) parental involvement and (d) computerized database on Co–op students.

It was agreed:

That the Co–Operative Education Review – Verbal Update on Actions be received for information.

Verbal Report re Goals and Mandate of the Behavioural Resource Team - Trustee Bishop

Miss Bond discussed the goals and mandate of the Behavioural Resource Team, noting its focus in meeting the specific needs of students during the Transition Years. She advised that a further report outlining the process involved in this program will be presented to the Board by the end of this year.

Several members requested the report expound on the issue of accountability, evaluation and tracking mechanism.

It was agreed:

That the verbal Report re Goals and Mandate of the Behavioural Resource Team be received for information.

January Meeting Date

Noting that the January meeting date (1996 01 04) of the Program Committee falls within the Christmas break, Mrs. Bishop suggested the members may wish to consider another date.

Moved by Mrs. Hill:

That the January meeting of the Program Committee be re-scheduled to Tuesday, 1996 01 16 at 18:15 hours. **CARRIED**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Implementation of "The Common Curriculum - Grades 1-9" Status Report

Miss Bond provided an overview then called on Mr. B. Chapman, Project Team Leader - Assessment, Evaluation and Reporting, who reviewed the Report.

Moved by Mrs. Hill:

That the status report on the implementation of the Common Curriculum be received for information and the following recommendation approved:

(a) That, in view of the impending announcement from the Ministry of Education and Training regarding Provincial Reviews of student performance, a further report to the Board regarding Provincial and Board reviews and the administration of other Standardized Tests be brought back not later than February 1996.

Emphasizing the relevance of student feedback, it was:

Moved in amendment by Ms. Orban:

That the Progress Report Card for the Common Curriculum - Grades 1-9 provide a space for the student's comment.

Mr. Chapman said this is addressed in the "Advisory" component of the Reporting Statements and Learning Outcomes of the Report.

The amendment was put to a vote and was **LOST**.

Mr. Chapman advised that a further report will be forthcoming, particularly in the area of curriculum materials which could have some financial implications for the Board.

In anticipation of the next report, the members provided the following suggestions for review/consideration:

- comparative data (i.e. vs. previous years) on testing tools, upgrading these testing methods to the late 90's standard
- inclusion of religious education in the Common Curriculum
- to facilitate the implementation of the Common Curriculum across the system, the following issues should be addressed:

  .consistency in providing in-service/training to the teaching staff
  .defining roles by Superintendencies relative to the Common Curriculum
  .mechanism for supervising, monitoring and evaluating the Common Curriculum implementation process

The motion was put to a vote and was **CARRIED**.

NEW BUSINESS:

Request for an Update re Grade 9 Destreamed Program - Trustee Bishop

At this point, Mr. Stewart assumed the Chair to permit Mrs. Bishop to speak on the item.

Recalling that the members were advised, at a previous meeting, that an update on Grade 9 Destreamed Program was to come back to this Committee and emphasizing her interest on recent developments in this program, it was

Moved by Mrs. Bishop:

That a report on Grade 9 Destreamed Program be presented to the Program Committee.

The members suggested the report cover the following issues:

- student retention
- gifted education
- database on destreamed students
- consideration of student feedback

Mrs. Hill referred to an article on the issue which Mrs. Bishop shared with all trustees and requested the key points here be considered in the report, particularly those areas relevant to Hamilton.

In response to concerns regarding timeline and acknowledging the scope of the issues, Mrs. Bishop agreed to re-word her motion as follows:

"That an interim report on Grade 9 Destreamed Program be presented to the June, 1996 Program Committee meeting."

The re-worded motion was put to a vote and was **CARRIED**.

Mrs. Bishop resumed the Chair.

Request for a Report on Comprehensive Classes in the Middle Schools - Trustee Stewart

Noting the current changes in the delivery of special education in the middle schools, it was:

Moved by Mr. Stewart:

That a report on Comprehensive Classes in the middle schools and other areas of education this may impact on be presented to the Program Committee.

Miss Bond agreed to present the report in December, 1995.

The motion was put to a vote and was **CARRIED**.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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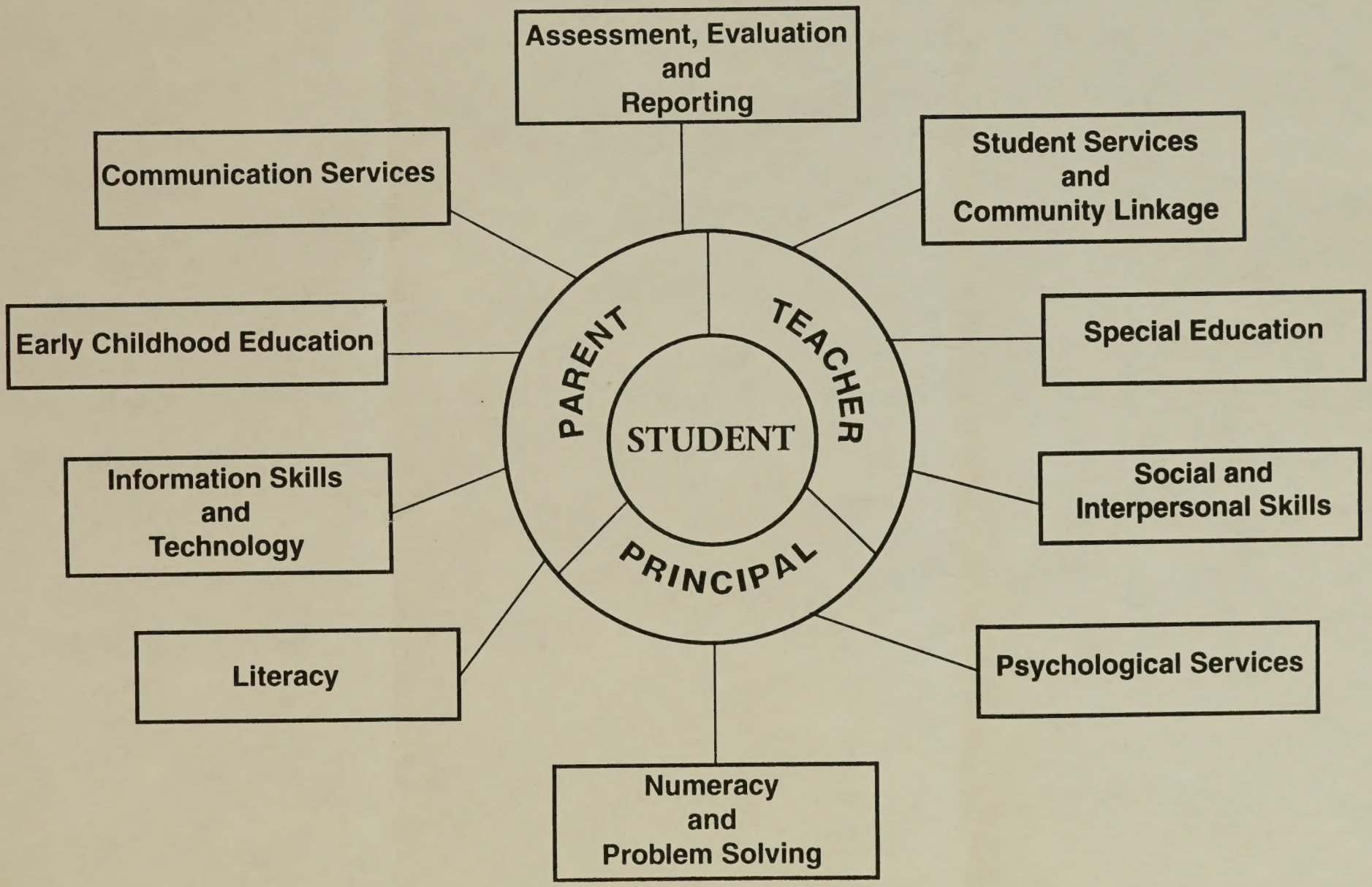
Att.

PROGRAM SERVICES

1995 - 1996



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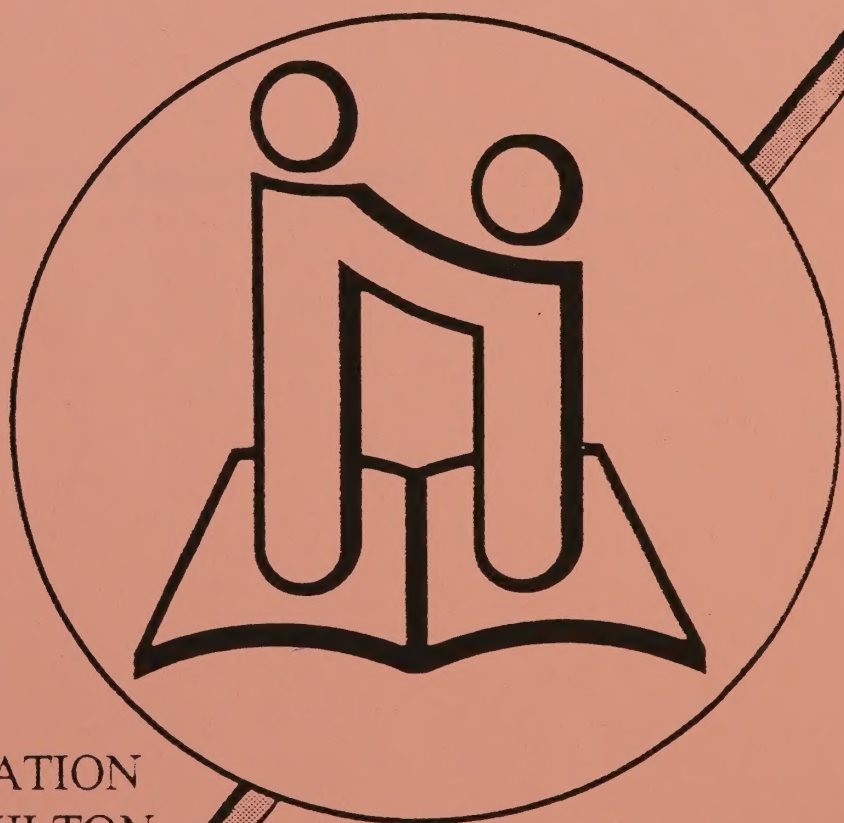

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- Resource Help to Students

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MINUTES OF THE PROGRAM COMMITTEE
1995 11 09

Present: Trustees Bishop (Chairman), Gage, Johnstone, Patenaude and Stewart.

Not Present: Trustees Hill and MacDonald.

Also Present: Trustees Cunningham, Darby, Desmarais, Hicks, Johnston, Korz, Mulholland, Orban and Rogers.

Officials Present:
D. Goodridge (Director of Education and Secretary)
E. Bond (Superintendent of Program)
P. Shewfelt (Superintendent of Financial Services and Treasurer)
R. Binns (Superintendent of Human Resources)
P. Gillie (Superintendent – Administrative and Operational Services)
N. Nicholls (Superintendent of Schools – Mountain)
M. Quinn (Superintendent of Schools – Lower City)
F. Cooke (Assistant Superintendent of Program)
M. Matier (Assistant Superintendent of Schools – Mountain)
S. Thompson (Assistant Superintendent of Schools – Lower City)

Mrs. Bishop called the meeting to order, noting regrets for not attending were received from Trustees Hill and Rodgerson. She then called for confirmation of the minutes.

Moved by Canon Rogers:

That the minutes of the regular meeting of 1995 10 12 be approved as presented. **CARRIED**

GENERAL

NEW BUSINESS:

Special Education Concerns – Requested by Trustee Hill
- I.P.R.C. Procedures
- Resource Help to Students

As Mrs. Hill was unable to attend tonight, the members agreed to defer this item to the December, 1995 meeting of the Program Committee.

Report of the Supervised Alternative Learning for Excused Pupils Committee (SALEP)

Moved by Ms. Orban:

That the Report of the Supervised Alternative Learning for Excused Pupils Committee be approved.

In clarifying the intent of Recommendation 2 regarding a full–time equivalent position for SALEP, Miss Bond advised that this will be done within the existing staff complement. She affirmed that several issues have to be considered, noting the following as key areas: Ministry funding, delivery of services, program site given the limited accommodation at the SALEP Centre. Miss Bond added

that school principals, staff and the federation will be encouraged to provide input in the review of this program.

Moved in amendment by Miss Cunningham:

That Recommendation 2 of the Report be referred to the Budget Review. **CARRIED**

The motion, as amended, was put to a vote and was **CARRIED**.

The meeting then adjourned.

Read and confirmed,

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CHAIRMAN

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MINUTES OF THE PROGRAM COMMITTEE
1995 12 13

Present: Trustees Bishop (Chairman), Johnstone, Mulholland and Rodgerson.

Not Present: Trustees Gage, Patenaude and Stewart.

Also Present: Trustees Darby, Johnston, Korz, Orban and Rogers.

Officials Present:
D. Goodridge (Director of Education and Secretary)
E. Bond (Superintendent of Program)
F. Cooke (Assistant Superintendent of Program)
S. Thompson (Assistant Superintendent of Schools – Lower City)

Mrs. Bishop called the meeting to order, noting regrets for not attending were received from Trustees Gage, Patenaude, Stewart, Lowe, MacDonald, Cunningham and Hill. She then asked for confirmation of the minutes.

Moved by Canon Rogers:

That the minutes of the regular meeting of 1995 11 09 be approved as presented.

CARRIED.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Special Education Concerns – Requested by Trustee Hill

- **I.P.R.C. Procedures**
- **Resource Help to Students**

As Mrs. Hill was not present, it was moved by Mr. Mulholland:

That this item be deferred. **CARRIED.**

Update on Specialized ("Magnet") Programs and Courses in Secondary Schools

Mr. Goodridge presented the interim report, emphasizing no decisions or recommendations have been made to this point. Commending the secondary school principals for their enthusiasm and work throughout this process, Mr. Goodridge stated that the Secondary Futures Committee has determined this issue is much broader than magnet schools and/or magnet programs. Consequently, a framework (Appendix D page 6) has been established for use by the schools in their next stage of deliberations. The Secondary Futures Committee will continue to bring progress reports to the Program Committee on specific issues with a final report anticipated in May. Mr. Goodridge cautioned that two provincial initiatives have programming, economic and accommodation implications for secondary education – the potential amalgamation of School Boards and the elimination of the fifth year of high school.

Moved by Dr. Johnston:

That the Update on Specialized ("Magnet") Programs and Courses in Secondary Schools be received for information and the following recommendations approved:

(a) That progress reports be presented to the Program Committee during the 1995/96 school year to include the following:

- Current financial and human resources at the secondary level
- Needs of special groups of students including:
  .Adult and Continuing Education
  .Alternative Education
  .Basic Level Programming
  .Special Education
  .Vocational Education
  .English as a Second Language
- Goals for magnet schools and programs regarding:
  .Action Plan Development
  .Community Involvement
  .Cost Analysis Relative to the "Focus"
  .Middle Schools
  .Student Performance
  .Teacher and Organizational Unit Objectives Relative to the "Focus"
- Organizational structure (system/school levels)
- The changing nature of the core program in the Specialization Years and implications

Mrs. Johnstone was advised that her suggestions regarding a survey of parents would be more appropriately raised with the Secondary Futures Committee.

Relative to the magnet concept, trustees cited apprehension about the following:
- the public is generally unaware of the potential impact of magnet schools/programs
- the anticipated backlash relative to transportation to access "special programs" and the loss of community schools
- students "criss–crossing" the city for their secondary education
- short timelines
- creation of "elitism" among schools and funding inequities

Moved in amendment by Mr. Korz:

a) That a final report be brought back to the Program Committee no earlier than October, 1996.

Mr. Korz emphasized his desire to approach such a major change in secondary education with an overall plan, rather than an incremental approach. While pleased to receive updates, he was opposed to making any commitment without a global understanding of the final plan. He urged management to "take their time" in finalizing this concept as it will have to encompass the province's direction relative to both amalgamation and the elimination of OACs.

The ensuing discussion clarified that in looking for the "big picture", the following were areas trustees desired to be addressed:
- cost saving analysis
- transportation/bus tickets

- provincial legislation/changes relative to amalgamation, OAC and Grade 9 destreaming
- boundaries
- information to and input from the community
- allocation of staff
- allocation of funding for equipment
- Pupil/Teacher Ratios
- language instruction

Mr. Goodridge agreed to incorporate these factors into the final report. In response to some of the issues, he referred trustees to the documentation, noting not all schools chose a magnet school approach, but a community school approach with specialized programs.

Trustees speaking in support of an extended timeline viewed it as "buying time – not delaying implementation". They did not believe a May timeline will allow sufficient time for officials to address provincial changes and their impact on the magnet concept, prepare a report and provide an opportunity for the community to absorb and react.

While not attempting to prevent individual schools moving forward with their magnet proposals, Mr. Korz voiced his apprehension that should schools implement programs this September they would have a programming and economic advantage over other schools.

The question was called and **CARRIED.**
The amendment was put to a vote and was **LOST.**

Mr. Goodridge advised it was the Committee's intent to bring an Action Plan to the January meeting detailing stages and timelines of this process.

The question was called and **CARRIED.**

Ms. Orban objected that not all trustees had an opportunity to speak as their comments did not pertain to the amendment.

The motion was put to a vote and was **CARRIED.**

In an attempt to clarify public concerns about the magnet programming, Ms. Orban recommended that each secondary school prepare an outline of their existing program with a comparator outlining the school's program changes under the magnet concept. She will raise this issue at the next Secondary School Future's Committee meeting.

NEW BUSINESS:

Appointment of Members to the Review Committee – Policy and Procedures for the Selection of Learning Resources

Miss Bond provided an overview of the report.

Members commented that scheduling the Orientation Sessions at 11:00 a.m. on a Professional Acitivity Day precluded some people from attending.

Expressing concern that an unelected committee will render decisions regarding disputed materials in curriculum or libraries, Mr. Korz stated his preference for an advisory role.

Moved by Mr. Korz:

That the recommendations of the Central Review Committee be brought for approval to the Program Committee.

Despite concerns raised that this fundamentally changes Board Policy and therefore the committee's understanding of their role and parameters, Mrs. Bishop ruled she would accept the motion.

The question was called and was **CARRIED.**
The motion was put to a vote and was **CARRIED.**

Moved by Mr. Korz:

That the Report re Appointment of Members to the Review Committee – Policy and Procedures for the Selection of Learning Resources be received for information and the following recommendation approved:

That the following nominees be approved for appointment to the Central Review Committee for the term 1996 01 01 to 1996 12 31:

Elizabeth Bond	Superintendent of Program
Eleanor Johnstone	Trustee Representative
Geoff Korz	Trustee Representative
Barbara Ledger	Community Representative
Gilbert Mills	Community Representative
Hussein Kayhan	Community Representative
Margaret Mills	Community Representative
Mary-Lou MacDonald	Community Representative
Paul Charles	Community Representative
Maureen Isnor	Hamilton Council of Home and Schools Representative
Diane Rawsthron	H.P.A Representative
Judith Binns	H.S.S.P.C. Representative
Charlotte Crouch	O.S.S.T.F. Representative
Pat McKenna	O.P.S.T.F. Representative
Beverly Corsini	H.W.T.A. Representative

Members were advised that only six members of the community responded to the advertisement in the newspaper and attended the Orientation Session.

Concerns about the Committee membership included:
- limited response precluded an opportunity to reflect the inclusive nature of the community
- all members on the committee may vote
- some of the federation representatives are not residents of Hamilton

Mr. Korz also requested that this Policy be placed on the January or February agenda. In addition, he noted his objection that federation representatives participate in the discussion of and vote on material outside of their panel.

The motion was put to a vote and was **CARRIED.**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Report on Comprehensive Classes

Miss Bond presented the report.

Moved by Mr. Mulholland:

That the Report on Comprehensive Classes be received for information.

It was clarified that there are approximately 45 self–contained classes in middle schools at present. While not all students or exceptionalities can cope in a Comprehensive class setting, it is the intent that these classes provide a transitional experience for students as they move toward secondary education.

The motion was put to a vote and was **CARRIED.**

The meeting then adjourned.

Read and confirmed,

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CHAIRMAN

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